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ABSTRACT

An In-Camp Learning Program focuses on the specific needs of the out-of-school youth and adult migrant farmworker. Although its primary intent is that of education, other areas such as health and social services are addressed. In 1975, New York's In-Camp Learning Program focused on the assessed and expressed educational needs of approximately 400 migrant farmworkers in 15 camps in the counties of Livingston, Steuben, and Wyoming. Its major goal was to help the migrant master those tools of communication, thinking, and self-direction that best help him to make those decisions critical to his daily and future life. A teaching team consisting of a male and female instructor, a tutor, and a migrant aide served each camp. The program director assisted the professional and tutorial staffs to develop relevant educational materials, supervised the teaching teams in the camps, and met on an individual or team basis to discuss any needs. The staff was educated as to other programs and agencies to which migrants with special needs could be referred. This guidebook presents general guidelines for developing an In-Camp Learning Program; outlines the 1975 In-Camp Learning Program's basic educational needs, objectives, learning experiences, and evaluative procedures; summarizes the activities conducted by the teaching teams in the various camps; and briefly describes various supportive services and programs. (NQ)

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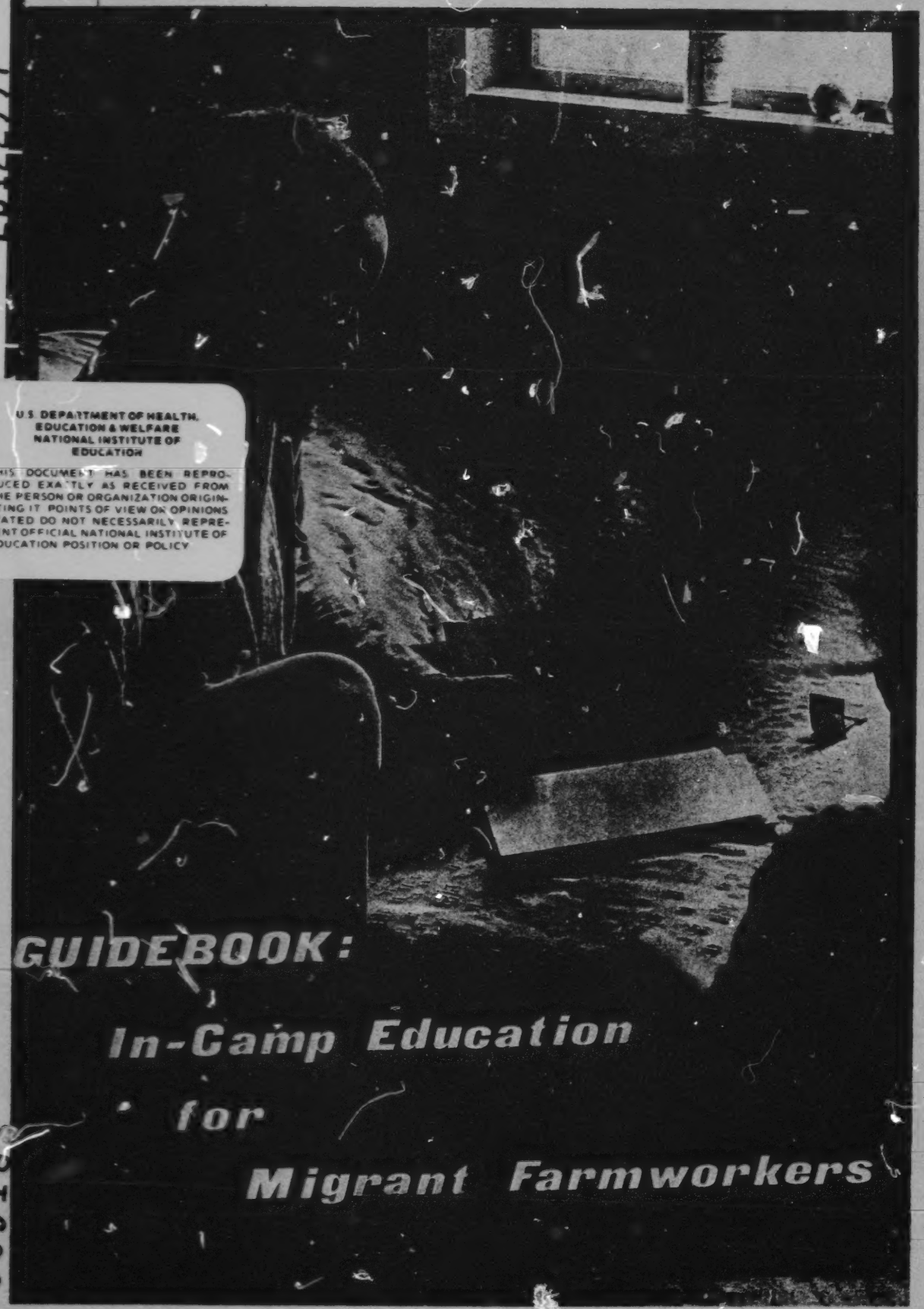

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GUIDEBOOK:

In-Camp Education for Migrant Farmworkers

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IN-CAMP EDUCATION FOR MIGRANT FARMWORKERS

by

Robert Lynch and Mona Smith

March 1976

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-Mr. Hugh Lynch, director of the program from 1972-1974, who is a teacher in the Holcomb Learning Center, S.U.C., Geneseo; and

-Mr. Robert Lynch, current director of the program and co-author of this Guidebook

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Gloria Mattera, Director
Geneseo Migrant Center

Photo by Roger Smith

FOREWORD

For many years, migrant farmworkers have silently travelled this nation's back roads to harvest its crops. This migration - interstate and intrastate - has been a major factor depriving them of the continuity of services critical to success in education and vocational pursuits.

A major breakthrough occurred with the passage of the Migrant Amendment to the Elementary and Secondary Education Act in 1966. For the first time, federal funds became earmarked for educational services to migrant children.

As a college with a strong thrust in teacher education, the State University of New York College at Geneseo became one of the first units in the country to provide training for teachers of migrant children in 1966. Children were transported from area migrant labor camps to enable the teachers to observe and practice effective teaching techniques. As close relationships developed with the families, the desperate needs of the older youth and adults for educational services became evident.

Thus, a variety of programs designed to help bridge educational and other gaps suffered by the families were initiated. This guidebook for the development of an in-camp learning program for migrant farmworkers is presented to motivate those who seek effective means for reaching this mobile population. The suggestions contained herein are based upon the Geneseo Migrant Center's experiences with Algonquin Indian, Black, Caucasian, Mexican American and Puerto Rican migrant workers.

The Center would appreciate learning about any modifications and/or additional ideas from those who use the guidebook to implement their own programs.

Photo by Roger Smith

PART I

GENERAL GUIDELINES FOR THE DEVELOPMENT OF AN IN-CAMP LEARNING PROGRAM FOR MIGRANT FARMWORKERS

CHAPTER I

OVERVIEW

Program Rationale

Programs evolve in response to specific needs. An In-Camp Learning Program should meet the specific needs of the out-of school youth and adult population of migrant farmworkers. Older youth oftentimes are not able to participate in school educational programs because they are needed to work in the fields to supplement the family's meager income. Despite the existence of educational programs for the benefit of the rural adult population, the particular handicaps of migrant life frequently prevent migrants from knowing about or becoming involved in them. Direct services delivered to migrants in their living environment present an effective method for assisting them and their families in coping with all aspects of life - education, health, nutrition, etc.

The variety of ethnic and cultural groups comprising the migrant stream in New York State also requires that programs developed are sensitively structured so as to remain responsive to the differences, needs and interests of each group. These needs, however, cannot be observed or understood from afar - it is again direct and very close personal involvement in the life as it is lived that gives each camp or groups its particular flavor, and each program conducted there its individual focus. How much easier it is also, to effectively communicate with, understand and help the person who is at least relaxed and "at home," rather than feeling uncomfortable outside his own environment. It diminishes as well the need for transportation, which the migrant so rarely has available to him.

The primary intent of an In-Camp Learning Program is that of education.

However, other areas such as health and social services will have to be addressed in order to achieve a conducive learning environment. The variety of camp activities and energy exerted by program staff on other than narrowly defined educational ones is vital to the effectiveness of the program.

Profile - Migrant Farmworkers in New York State

New York State is a productive farming and fruit orchard state and has for many years attracted migrant farmworkers during the harvesting and processing season, June to November. The interstate workers regularly entering New York State number approximately 9,000 and represent a variety of ethnic and cultural backgrounds. Algonquin Indians from Quebec, Canada work primarily on the mink farms in the northwestern part of the state. Blacks and a small number of whites from many southern states, as well as Spanish-speaking Mexican Americans from Texas and Florida migrate north to harvest the fruit and vegetable crops. A large Spanish-speaking population from Puerto Rico comes into the state during peak season to work in the agricultural processing plants while others work at harvesting or on the mink fur farms.

The migrant farm labor system draws from the poorest, most ill-represented and isolated groups of people in the United States. Constant movement precludes their ever establishing permanent residency or becoming an integral part of any community. A migrant family may move from two to eleven times a year as they follow the harvest season from state to state, or within a state. They suffer discrimination educationally, socially, physically and economically in their working for the growers and crew leaders, and in their limited contact with the community. Their problems are further extended due to basic unawareness, on the part of most of the migrant population, as to their legal rights and the services available to

them. Without much-needed education, there is then little potential for personal or occupational development beyond the limited yet skilled world of migrant farm labor.

One of the severe problems of migrant life is that of health. Comparing this population with the nation as a whole, it suffers the greatest deprivation in terms of diet, sanitation, housing and health services. The occupational hazards of agriculture also take their toll each year in health and life among our nation's migrants.

A migrant is usually crisis-oriented in terms of his own health and that of his family. One critical step that might alleviate the danger of this last-minute call for help is health education. Preventive medicine is generally unknown in migrant life, and education in this area could do much to relieve the problem.

The lack of public or private transportation on the back roads of rural counties promotes real isolation - from community and interaction, and from health and other available services. It prevents as well their participation in existing Adult Basic Education or literacy programs, so potentially beneficial to the migrants' particular needs.

The gap in continuity of educational services is a reality felt by young and adult migrants alike. Ninety per cent of the children of migrant farmworkers drop out of school. Reading, among other skills, is usually two grade levels behind and the children may attend as many as eleven different schools in the course of one school year. This loss of continuity - academic and social - for the developing child quite naturally leads to a frustrating learning environment and a less-than-positive self image. Very early the migrant youth turns from the classroom to the field where he is among friends and family.

The adult migrant who does seek additional training or education in or-

der to move himself and his family out of the migrant stream, will quite often experience the same frustrations as his children. He may in time take three basic auto mechanics courses, for example, at three separate community centers, but there is often no interaction, cooperation or progressive evaluation among them to allow him to work toward a goal that is real and available. The coordination of training opportunities among the states is virtually non-existent; thus, the migrant's chance for completion of a program is minimal.

In New York State, as across the country, mechanization is causing many migrant farmworkers to lose their jobs. Without an education or occupational training, these people have very little choice of a future. As the number of employed migrant farmworkers decreases annually, it is imperative to provide the education and/or training that these youth and adults need to maintain a productive and independent life.

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CHAPTER II

PROGRAM DEVELOPMENT

Planning

From the initial stages of planning for an In-Camp Learning Program, it is imperative to involve local schools, health and social service agency personnel, the Bureau of Migrant Education census takers, funding source representatives, and other individuals or agencies to share concerns and to provide input for the development of the program. Also, the program director should meet with the local Growers' Association to explain the program(s) planned for the coming season and to solicit input or recommendations from them.

Involving persons such as those described above, and others, will aid the program director in the development of a comprehensive program by becoming aware of all services and facilities available for the benefit of migrant farmworker families (i.e., Sickle Cell Association conducts free sickle cell anemia testing, a disease common among blacks). Sound working relationships must be established with related agencies and groups to assure a smooth running and effective migrant program. If coordination takes place in the initial stages of planning, the farmworkers will receive maximum service and benefits from the time of their arrival until they leave the state at the end of the season.

Another important step in planning an In-Camp Learning Program is to identify and locate the migrant camps to be served and determine who owns or operates them. Migrant camps are often very isolated in rural areas and difficult to locate. (For a list of all registered Department of Labor camps in New York State, see Appendix A).

Another essential aspect of program development is to become thoroughly familiar with current and pending legislation affecting migrant farmworkers (food stamp and Medicaid regulations, minimum wage standards, sanitary code, etc.).

Program planning meetings should include formation of all specific policies and procedures such as:

1. determination of program service area and population
2. educational curriculum
3. supportive services
4. hiring procedures
5. staff policies and procedures
6. testing and evaluation techniques

These meetings should be held regularly (i.e., once a month), beginning as early in the non-migrant season as possible. A narrative and budget should be submitted to the appropriate funding agency (Division of Continuing Education, Bureau of Migrant Education or other appropriate agency) as far in advance of the beginning date of the program as possible. Personal contact with a representative of the funding source may expedite processing of the proposal.

Once funding approval has been received, the program director and planning group should focus on selection and training of staff, development of materials, camp recruitment, etc. so that the program can get off to a smooth start as soon as the first migrant crew arrives.

Staffing and Scheduling

Effectively staffing an In-Camp Learning Program is one of the most important aspects of its implementation, since these people will be affecting the lives of the farmworkers they will be teaching.

The size of the staff is dependent upon the number of people to be served, and the amount of funding. A program staff consisting of a director, assistant director, secretary, teachers, tutors, migrant aides, and volunteers may be modified to adequately handle all responsibilities related to the program. The number of teachers, tutors, migrant aides and volunteers will, of

course, depend on the number of camps in the service area and needs of the people in the camps. It is suggested that at least two teachers (preferably one male and one female) be assigned to each camp. Tutors, migrant aides and volunteers should be brought in as individual and camp needs are assessed by the teachers and program director.

Before any staff actually go into a migrant camp to teach, it is considered courteous for the program director to introduce the staff to the appropriate grower. Growers like to know who is working with the migrants in their crews. Also, before actual teaching responsibilities commence, In-Camp Learning Program staff should be provided with Identification Cards so that they can easily be identified with the In-Camp Program and not confused with representatives of other agencies or groups.

Teaching time for an In-Camp Program usually takes place in the evening hours when the workers have finished their responsibilities to the growers. The program is not meant to compete with the farm work of the migrants, which is the reason they are in New York State. A suggested schedule for each team is to teach three hours per evening, three evenings per week. The specific evenings and hours will depend upon the individual schedules of the staff, and more importantly, the needs and desires of the migrants in the camps. No one arbitrary schedule can be applied to all camps. The best schedule is the one most mutually convenient to the worker, crew leader and teaching team. It has been found that rainy days are often good times for for the teachers to work in the camps during the day rather than evening, because it provides alternative activities for the workers. However, this, like any change in the teaching or staffing schedule, should be cleared through the crew leader and with the program director. It is also important for teachers and tutors to notify the workers in the camp in advance if for some reason their teaching responsibilities cannot be met.

Tutors can be brought into the camp depending upon the specific needs as assessed by the teachers and/or program director. The tutors may be trained to provide reading instruction to adults, and meet other individual educational needs of the workers.

The use of paid migrant aides helps assure success of the In-Camp Program. It has been found that by choosing a worker in each camp as an aide (after very careful assessment and making sure no toes are stepped on) both the teaching staff and the other workers in the camp will benefit. The aide can alert the rest of the camp if there is a change in plans for a specific evening, can be trained to set up and take care of small equipment kept in the camp for instructional purposes (sewing machines, overhead and other projectors, cameras, etc.) and can assist the teachers and tutors in meeting individual needs of the workers.

The use of volunteers as part of the staff can enhance the program in many ways. It is imperative that the volunteers are provided with the same orientation as the paid staff. It is important that they abide by all the policies and procedures that the paid staff members adhere to. A misguided volunteer can cause many unnecessary problems. See Appendix B for a suggested Volunteer Application Form that has proven effective in screening potential volunteers.

Job Descriptions

1. Program Director

   The program director will:

   a. be responsible for writing the budget and narrative.
   b. hire and supervise the in-camp staff.
   c. recruit the migrant camps by talking with the growers and crew leaders.
   d. plan agendas and organize orientation and inservice meetings.
   e. keep account of all expenditures.

f. order supplies and materials.

g. implement and evaluate the objectives of the program.

h. be responsible for the smooth operation of the program.

i. write final reports.

2. Assistant Director

The assistant director will:

a. assist the program director with camp visits and supervision.

b. coordinate information regarding supportive services to migrants (health, social services, food stamps, etc.).

c. serve as liaison between the in-camp staff and supportive service agencies regarding follow-up of identified needs of the workers.

d. assist with the identification, interviewing and supervision of the migrant aides.

e. deliver materials to the camps when necessary.

f. assist in conducting orientation and inservice meetings.

3. Secretary

The secretary will:

a. type all correspondence and reports for staff.

b. be responsible for all standard office procedures (answering telephone, handling or referring requests, xeroxing, etc.) to insure the smooth operation of the program.

c. take minutes at meetings when requested.

4. In-Camp Teacher

The in-camp teacher will:

a. assess the individual educational needs of the workers, through association with the migrants in the camps.

b. plan educational activities according to the assessed needs.

c. identify, with the assistance of other staff, a migrant aide to assist with the educational program.

d. supervise the tutors and aides working in his camp.

e. be aware of all educational, health, social service or other supportive services available to the migrants, particularly in the service area.

f. refer any medical, dental or social problems of the workers to the appropriate individuals or agencies.

g. attend orientation and inservice meetings.

h. comply with all program policies and procedures.

i. complete and submit to the program director any required forms and/or reports.

5. In-Camp Tutor

The in-camp tutor will:

a. assist the in-camp teachers in meeting the specific educational needs of the workers.

b. tutor on a one-to-one basis, utilizing the LVA technique, any workers desiring to learn to read or write.

c. attend orientation and inservice meetings.

d. comply with all program policies and procedures.

e. complete and submit to the program director any required forms and/or reports.

6. In-Camp Migrant Aide

The migrant aide will:

a. assist the teachers and tutors in any way needed (i.e., tutoring on a one-to-one basis, etc.)

b. alert all workers in the camp when teachers are to arrive, or of any change in plans.

c. be responsible for any equipment kept in the camp for instructional purposes.

Orientation and Inservice Activities

To assure effective and quality education for the workers, it is suggested that all staff (director, assistant director, secretary, teachers, tutors, migrant aides and volunteers) receive a thorough orientation to the program before actual operation begins, and also receive periodic inservice throughout the duration of the program. Following orientation sessions, inservice meetings should be conducted at least once a month during the program to assure smooth operation of the program and to discuss actual and potential problems. For instance, the environment of a migrant camp can be frustrating for a new staff person trying to teach. He may have to compete with a blaring juke box, babies and children crying, television sets, and many other outside noises and activities. Discussions will alert the staff of these potential situations and provide guidelines as to how to work in or around them.

Inservice meetings should be mandatory for all staff (including volunteers). The variety of teaching days and hours may cause problems in scheduling meetings. To assure that all staff attend all meetings, prior notice of scheduled meetings should be given so a teaching team has the opportunity to notify the crew they are working with of the change in plans.

The orientation and inservice sessions should include review of all aspects of the program, specifically:

1. program narrative and philosophy
2. staff guidelines and policies and procedures (see Appendix C)
3. bilingual/bicultural education
4. teaching materials and equipment
5. staff responsibilities including assessment, planning and evaluation procedures and techniques

6. availability of supportive services and/or programs
7. use of migrant aides and volunteers

Inservice meetings should also include adequate time for staff interaction for problem solving and sharing of program and educational ideas. Each teaching team should be aware of what the other teams are doing in their camps. A team may want to replicate or modify the activities of another team with the workers in their own camp.

Specific legal and health problems of the migrant workers can be discussed at inservice meetings. It is recommended that resource people be brought in to discuss current and pending legislation, local health and social service regulations, and other appropriate information.

The following list of resource people can aid in providing needed inservice to an In-Camp Learning Program staff:

1. adult education specialist
2. bilingual/bicultural education specialist
3. social services personnel
4. health care personnel
5. values clarification specialist
6. planning and curriculum specialist
7. migrant representative
8. grower
9. media specialist
10. migrant education specialist
11. other migrant program personnel

Inservice should also include actual demonstration lessons of educational techniques that could be utilized with the workers. Practice sessions for the teachers themselves can be videotaped for discussion and self-improvement.

After the teaching staff has been placed in migrant camps, the director's

and/or assistant director's responsibilities do not cease. It is very important to give the staff as much support and feedback as possible on their teaching strategies, problems, or other concerns. Teaching in a camp setting is much different than working in a school setting, and the staff may become frustrated if they feel neglected in their camp by program administrative staff.

The program director should also schedule periodic individual meetings with camp staff to discuss any concerns, provide assistance in weak areas, and to assure communication and sharing of ideas among staff working in all of the camps.

Educational Component Planning

Many times adult migrant farmworkers have been turned off by structured educational systems and are not motivated by conventional subject matter and strategies. There are many unique characteristics of the adult learner which must be taken into account when planning an adult educational program (see Appendix D). It is imperative for personnel working with migrants to take the time to plan interesting and motivating lessons to meet the workers' individual needs. When planning activities for the workers, one should be sure to include those in which the workers will be able to experience immediate success.

An individual or group assessment by the teaching staff will help focus on specific curriculum in response to the stated needs. The following should be taken into account:

1. literacy rate among adults in the camp
2. age groupings for possible teaching
3. math and reading skills assessment of adults within the groups
4. expressed special interests of any individual or group - music, arts and crafts, sports, vocational training, etc.

5. individual health, general housing, sanitation and nutrition conditions

Proper assessment of the workers' interests and needs will aid the staff working with them in providing relevant and interesting educational experiences. An assessment instrument (see Appendix E) can also give the workers an idea of academic offerings, and often serves as a means of "breaking the ice" with new workers.

The completion of an assessment form by the teacher with the student will also give the teacher time to informally observe and assess. A sensitive teacher can make much use of informal conversations to assess an individual's strengths, needs and abilities.

Plans should be practical and have short range goals that can be accomplsihed in the length of the migrant season (approximately six months, from June to November).

To provide the most effective educational lessons, the following steps should be taken:

1. Each in-camp teacher, tutor and migrant aide should meet at least once a week with a team member designated as team leader.
2. During each planning session, the following should be present:
   a. team leader
   b. in-camp teachers
   c. in-camp tutors
   d. migrant aides (when possible)
   e. in-camp program director (when possible)
3. At each meeting the following should be discussed:
   a. student assignment
   b. prescription and evaluation of student needs
   c. student problems

d. skills development activities

e. staff development

f. any other problem areas or concerns

4. At each meeting there should be discussion of the camp situation so that any potential problems may be avoided or averted. Discussion of needed health and other supportive services for the workers can take place at the meeting to better coordinate activities and provide more comprehensive service to the workers.
5. The team leader should be responsible for reporting any problems to the program director. Also, any referrals for related services should be made by the team leader to the assistant director.
6. Each in-camp teacher should meet with the migrant aide each teaching evening so the aide will feel comfortable with his responsibilities and duties. Appendix F provides a suggested lesson plan that could be completed by each tutor and teacher prior to each working evening.
7. A copy of the lesson plans should be submitted to the program director for review and suggestions. The second copy should be used by the teacher/tutor for reference when teaching the lessons.

Audio-Visual Equipment and Materials

Audio-visual materials can be effective teaching devices to use with migrant farmworkers. However, teachers and tutors should be careful not to use AV materials as an easy way out. As in all components of the program, careful planning and preparation must go into the use of any AV materials.

Appendix G provides suggestions for AV equipment that will prove very useful for instructional activities. For instance, a tape recorder or Voxcom can provide a unique opportunity for those students who are unable to express themselves proficiently in writing, to develop or improve their language skills.

Guidelines for Use of AV Media

1. Always obtain permission from the crew leader before using such equipment as cameras, videotape recorders, or tape recorders. Educational endeavors using such equipment can easily be viewed as something threatening to a crew leader or grower unless they thoroughly understand what the goals are.
2. When returning a piece of defective equipment, it is helpful to attach a note on any piece that is damaged or has mechanical problems, so that it can be repaired before it is signed out for use again.
3. Return all equipment and materials when they are due so as not to hinder others' chances of using needed materials or equipment.
4. A film review form should be completed for each film shown in the camps (see Appendix H for suggested format). This will assist other teachers in planning future lessons.

Using Film in Instruction

The utilization of films as instructional media has proven to be very effective in the In-Camp Learning Program with the migrant farmworkers. To assure effective utilization of film media in instruction requires careful planning on the part of the teacher or tutor. Films should be shown for a definite purpose and should contribute to attaining specific instructional objectives. In-camp staff utilizing films as part of their instruction should:

1. Make plans for showing the film well in advance.
2. Preview the film before showing to be sure the topic and subject matter are appropriate.
3. Orient workers to the film by researching the subject area, and having informal discussions before the showing of the film.

4. Follow up on material viewed in the film with the workers. This can include discussions, writing experience stories, going on field trips, collecting or making objects, etc.
5. As stated, films are good instructional media, but the teaching staff must be prepared to meet the needs of those individuals not interested in the film by offering alternative activities.

If proper planning and the outlined steps are followed, films can do many exciting things for the students, such as effectively presenting ideas involving motion, building a common foundation of experience, influencing or changing attitudes, and providing an enjoyable experience for all.

Recruitment

The program director must obtain permission from the growers before placing any teaching staff in their camps. While there is open access to migrant labor camps, it is unwise and virtually impossible to operate an In-Camp Learning Program without their permission.

The Geneseo Migrant Center has found the following steps to be effective in recruiting camps and obtaining permission to place teaching staff in migrant camps to operate a quality educational program:

1. As soon as a migrant crew arrives in New York, the program director should personally visit the respective grower. Again, explain to the grower the program and ask for his permission and cooperation. It is helpful to have some kind of orientation material to give the grower at this time. (The Center has found that the growers usually say yes, but refer you to the crewleader for final permission.)
2. Visit the camp and introduce yourself to the crewleader. Many times he will be apprehensive about allowing "outsiders" in his camp for fear of losing his workers. Assure him that you are not there to

take his workers away, but only to help them with reading, writing, etc. Explain that your main concern is education.

3. Once permission has been received from all concerned, the workers in the camp should be notified. It has been found that meetings with the crewleader, crew members and program staff is a good way to inform all camp residents of the goals of the program and to generate interest in participating.

Assessment of Individual Camp Needs

A thorough assessment must be made of each labor camp to be served prior to the implementation of an In-Camp Learning Program. Several characteristics should be noted or explored in ofder to understand the basic atmostphere of the camp environment and the makeup of its occupants.

1. Camp groupings - Family units? Single males? Both?
2. Ethnic group - Black? Caucasian? Mexican American? North American Indian? Puerto Rican? Mix?
3. Language - Bilingual? Monolingual? Spanish-speaking? Other?
4. Teaching facilities - Individual rooms? Commissary? Other?
5. Home base information - Geographic location? Climate? Crops?
6. Contracting arrangement - Grower? Crewleader/contractor?
7. Extent of isolation of camp from - Stores? Health facilities?

In assessing each camp, the question of what teaching facilities are available should be noted. Each camp will differ as to teaching facilities. Teachers may work with groups or individuals in commissaries, individual rooms, outdoors or other places designated by the crewleader. The use of a mobile unit or bus equipped as a learning center may provide the needed instructional space.

Information relative to each of the above points will be helpful both in program development and in the approach used in initiating and implementing the program. Communication, acceptance and final approval will be necessary steps to introduce a working, viable program into each camp.

Photo by Roger Smith

CHAPTER III

SUPPORTIVE SERVICES FOR MIGRANTS

In view of the fact that migrant farmworkers and their families throughout the state are eligible for a variety of desperately-needed services, it is imperative that staff working in a migrant camp situation become aware of all agencies serving migrants. Prior to the beginning of the program, the program director should meet with representatives of all agencies serving migrants to clarify all the specific guidelines and regulations and to explain to them the In-Camp Learning Program. In-camp staff should then be made aware of the guidelines and regulations that each of these agencies has in dealing with migrants. In-camp educational instruction is the main concern of the staff, but other problems and needs (i.e., health, social services, food stamps, Social Security benefits, day care, etc.) can't be ignored and can be integrated into the educational program.

Outlined in this chapter are specific guidelines and information that the staff should be aware of:

Social Security Benefits

1. Most farmworkers are covered by the Social Security Law (see Appendix I).
2. The employer of a migrant farmworker is responsible for keeping a complete record of wages (see Appendix J for farmworker minimum wage scale) and making required reports on wages paid and Social Security deductions made. Below is a sample wage statement that each worker should have.

SAMPLE WAGE STATEMENT

Employee_____

Employer_____ week ending_____

Hours worked_____ rate_____

Units produced _____ rate _____

Earned wages_____

Allowances and payments in kind

Meals _____

Lodging _____

_____

Withholdings:

Soc. Sec._____

_____

Total _____

Net cash _____

IR-446 (11-69)

3. Social Security deductions must be made for a farmworker by his employer if the employer pays him a minimum of $150.00 for agricultural work in cash wages during the calendar year.

Although migrant farmworkers are eligible for Social Security benefits, they may not have Social Security numbers. Below is a sample application form that is available from local employment offices or the State Social Security Office. Teachers may assist the workers in completing the Social Security application form by following the procedures listed.

ID CN DO 108

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – If none, draw line) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE FEMALE

9 YOUR COLOR OR RACE WHITE NEGRO OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form SS-5 (5-70)

DESTROY ASSIGN DUP ISSUE

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

1. Explain to the workers the benefits and need for having a Social Security number.
2. Assist them in completing the application in ink. Applications done in pencil will not be accepted by the Social Security Office and will be returned.
3. If the person requesting a number is under the age of 18, verification of age must accompany the application. (Since many migrants do not carry a birth certificate or other proof of age, check with the local office to determine what other document may be used.)
4. Inform the worker that it takes approximately 6 to 8 weeks to receive a Social Security card.

In light of the last point, it would be wise to apply for Social Security numbers as soon after the arrival of the migrants as possible.

Further information on Social Security benefits can be obtained from local Social Security or Rural Manpower offices.

Food Stamp Regulations

The purpose of the Food Stamp Program is to raise the nutritional level among low income households whose limited food purchasing power contributes to hunger and malnutrition among members of such households. The process of determining the need for and the level of assistance is outlined in the certification procedures of the Food Stamp Certification Handbook prepared by the Food and Nutrition Services, U.S. Department of Agriculture. Copies of the handbook may be obtained from:

N.Y.S. Department of Social Services
1450 Western Avenue
Albany, New York 12234

Section 2326 of the handbook gives specific guidelines for migrant farm laborers. These guidelines are as follows:

2326 Migrant Farm Laborers

Migrant farm laborers may travel completely within a State or may move across many States, traveling in a seasonal pattern. Because these households have no fixed place of abode during the work season, and thus have no roots in the community in which they apply for food stamps, the EW is faced with a most difficult task in determining eligibility and coupon basis of issuance. However, (in accordance with the Regulations) migrant households must be treated in the same manner as any other household whose income is subject to extreme fluctuations.

2326.1 Determining Income

EWs should avoid using any anticipated income figure as an absolute when it is based on the anticipated days of work available in a specific area or line of work. It cannot be assumed that simply because work is available, everyone will be employed. If there are 2,000 farm labor jobs available in a county and 3,000 migrants have entered the county, it is obvious that some individuals will not be able to find employment or will find only minimal employment.

When a migrant enters an area, he may not yet have secured employment. If crops are not yet ready to be picked, there may be a lapse of time before any income is received. In such cases, the EW may authorize a certification at zero purchase in accordance with the procedures provided in 2332. After that time, it is reasonable to assume that the household will have established some sort of work history by which future income may be anticipated.

2326.2 Verification of Migrant Income

Although documentary verification is not always available for the earnings of migrant households, verification of earnings may be obtained through a variety of sources which include, but are not limited to, Employment Service, Farm Labor Bureau, Rural Manpower Development, Farmer's Cooperative Service, growers' associations, migrant service organizations, the county agent, and individual growers and crew chiefs. If the applicant indicates that he will be working for various growers or crew chiefs, a calendar form providing space for recording each day's income and hours worked, together with a space for the signature of the grower or crew chief to validate such information, may be provided the household for presentation at the next certification.

2326.3 Verification of Migrant Resources

Special care should be taken in dealing with migrants to determine if there are out-of-State resources or income from real property in the home-base area. For example, a migrant who claims Texas as a home-base area and who is applying for food stamps in Michigan, should be questioned as to the availability of resources in Texas as well as Michigan.

Particular attention should be paid to real property in the home-base area. Each applicant household is permitted one home and lot as an exemption from resources. If the applicant has a home and lot in Texas and does not own a residence in Michigan, the Texas home will be exempted as a resource. Shelter adjustments, however, may only be calculated by using the costs of the currently occupied residence. A payment made for shelter in another project area cannot be taken into consideration in computing the shelter deduction.

Additionally, the EW should explore the possibility that out-of-State real property is being rented or is producing income in some way. If such property is producing income, such income must be added to all other household income in determining eligibility and basis of issuance.

2326.4 Certification Periods

Migrant households will be certified for 1 month based on the anticipated income for that month. Migrants may not be certified for longer than 1 month unless they have documentary proof of a contract with a specific grower or crew chief with the length of employment and the wages to be paid specified or they are being certified during a non-work period.

2326.5 Work Registration of Migrants

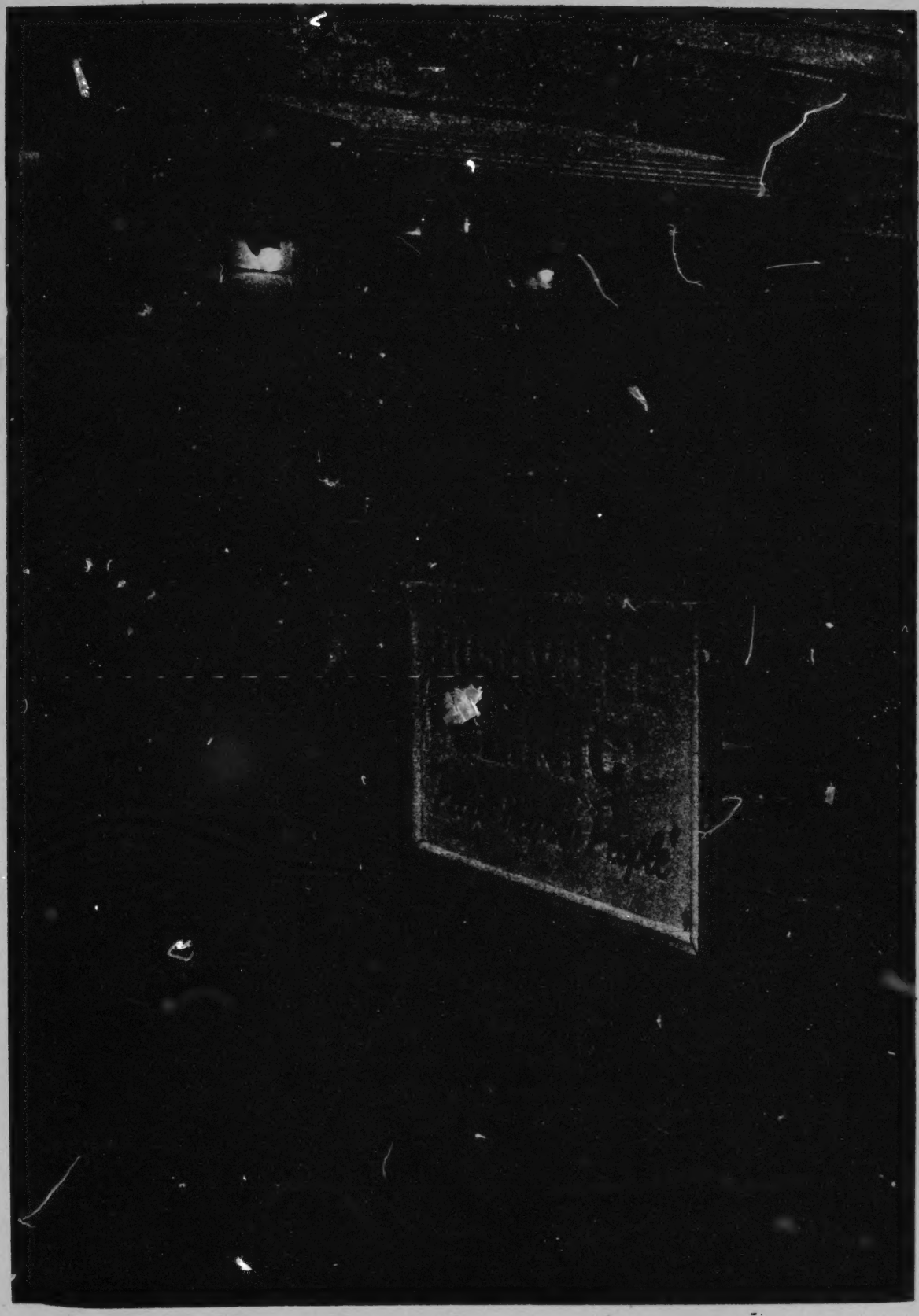
Employable members of migrant households who are not employed at least 30 hours a week must register for and accept suitable employment in the same manner as other persons. Growers should be made aware of the fact that migrants are being registered with the ES and that they can obtain workers there.

2326.6 Exempt Income of Migrant Children

Some problems have been encountered in determining the income of migrant children under 18 years of age when the household receives one payment in compensation for work performed by all household members. Since the earned income of a student under 18 years of age is exempt, his income must be differentiated from the rest of the household's income. The EW should, as part of the certification process, determine from the head of the household or the employer that portion of income which may be attributed to the student's work and exclude it from the household's income. This provision applies to students who are currently attending school and those who plan to return to school after academic breaks.

Health Services

Health care for migrant farmworkers in New York State is improving, but much health education and services are still needed. The statistics related



36 Photo by Roger Smith

to health problems among migrant farmworker families are still unproportionately high as compared with the "average" American family. The average life expectancy of the adult migrant farmworker is 49 years of age as compared to 72 years of the average American. Many migrant children have never been to a dentist; tuberculosis is seen 17 times as often, venereal disease 18 times, and infestation with worms 35 times as often among migrants as among patients seen by private physicians.[1]

Migrant farmworkers are not covered by any national medical insurance. At present, migrant farmworkers are eligible for some Medicaid assistance in New York State. Regulations vary from county to county so it is necessary for each individual program to contact the local Social Services Department for the specific regulations. The In-camp staff can provide the impetus for the workers to obtain these services.

The East Coast Migrant Entitlement Project of Palm Beach County, Florida operates a pilot Blue Cross/Blue Shield health insurance program for migrant farmworkers. The insurance covers many medical and dental services. Some Florida workers who migrate to New York State are covered by this insurance, but not all. For more information, contact:

Mr. Gene Boneski, Project Coordinator
East Coast Migrant Entitlement Project
Palm Beach County Health Department
West Palm Beach, Florida 33402
Phone: 305-832-8561

Migrant health clinic services are available in many areas where a large number of migrant farmworkers reside. The clinics are usually open one or two nights a week during migrant season. Their staffs are concerned mostly with crisis-oriented health problems because of the shortage of time to treat

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[1] "One Million Migrants: A National Health Problem", Ralph Yarborough. Outlook, 1970. 2 pp.

the extensive health problems the migrants have. There is a need for more preventive health education and care. Limited transportation is provided by some clinics, the the lack of it is a major problem. This is an area where the use of volunteers can be valuable.

In-camp staff should alert appropriate health care providers in the service area to individual health needs of the workers. It is suggested that a medical referral form (see Appendix K) be completed on any individual requesting health care and submitted to the appropriate agency. The program director should be notified of any referrals so that additional follow-up may be provided. It is important to set up procedures with appropriate agencies for securing or coordinating health services in each individual area or county.

In view of the fact that teachers will be immediately faced with the workers' health problems, it is imperative that they receive orientation to some of the more common problems and be aware of their treatment. The staff's responsibility is not that of directly providing health services, but as educators, teaching health education and preventive medicine. It is also their responsibility to refer workers with health problems to the appropriate clinic or agency. A person suffering with a health problem is not a good worker or a good learner.

Some of the common health problems found in migrant labor camps include:[2]

1. Head Lice - no major disaster but a nuisance and uncomfortable. Can be identified by seeing the nits (or eggs). Usually appear as "tiny" white shiny specks attached to the hair; the nit is wrapped around the hair shaft and won't blow away when the strands are separated. You can also run your fingers down the shaft and the nit stays in place. The recommended shampoo kills the lice and nits, and then the nits have to be removed with a special comb. Refer workers with lice to a health facility. Treatment: it is an easy one. Shampoo with Quell shampoo. No

[2]Mrs. Jeanne Stearns, Geneseo Migrant Center's summer program nurse.

prescription is needed; approximately $1.04 per 4 ounces at local drug stores.

2. Impetigo - also called muck sores, actually a low grade infection, easily treated, but if left untreated, sores become deep ulcers under an innocent looking scab. In addition, this infection can become "internal" and cause a very serious kidney disease called nephritis. Impetigo can appear everywhere, including the scalp. As you observe the workers, every raised scab should be suspected. A simple insect bite can become badly infected. Impetigo starts as a waterly blister and develops into a crusty scab. It spreads from under the scab so the scab must be removed by scrubbing and softening with ointment.

   Treatment: Workers with many sores need to be treated systematically rather than locally. Refer them to the appropriate agencies. The worker can be cured in 5-7 days with persistent treatment. Educate the workers to scrub, not wash, their sores with an antibacterial soap. Safeguard is a good soap; scrub, then follow with neosporin ointment and a bandaid. Chlorine is a good treatment for the problem also. This should be done several times a day. You can't possibly do all this for the workers. Teach them how to care for themselves and each other.

3. Pink Eye - actually two different types, viral and bacterial. Viral is not as contagious as bacterial - does not have crusty discharge so eyes are not stuck together when the person wakes up. Eyes are red, watery, and itch. No treatment for the viral type - will clear up by itself. Bacterial pink eye does have crusty, yellow mucous discharge which is very contagious via hands and eye discharges.

   Treatment (for bacterial pink eye): Gantrism ophthalmic drops. Identify these workers early. Refer them to the appropriate agency.

4. Head Cold - Non-prescription medicine is available for the simple, uncomplicated head colds (i.e., no persistent cough or fever). The medicines available include decongestants and antihistamines. They treat the symptoms - sorry, there is no cure for the cold!

5. Chest Cold - If the worker is coughing, he should have his temperature taken. Chances are ears are also involved. Many of the workers have had high fevers (104°). Don't trust your hand to determine a fever. People with a fever are perspiring; when this evaporates, it makes the skin feel cool. Refer them to the appropriate agencies. TB could be a cause of the chest cold.

6. Ear Infections - especially common in Indian workers. Some have perforated ear drums as a result of repeated infections of the middle ear. Need antibiotic drugs. External otitis (outer canal) is also common. Medicine is now available for this if the person is referred in time. Complaints of itchy ears should be noted and referred.

According to Code 15 of the New York State Health Code, each migrant camp is supposed to have a First Aid kit available to the workers and residents of the camp, but often if available at all, it is not accessible. It is recommended that each teaching team have a First Aid kit for use in the camps.

Recommended contents of a First Aid kit include the following:

2 units - 1" adhesive compress
2 units - 2" bandage compress
1 unit - 3" bandage compress
1 unit - 4" bandage compress
1 unit - 3" x 3" plain gauze pads
1 unit - gauze roller bandage
2 units - plain absorbent bauze - 1/2 sq. yd.
2 units - plain absorbent gauze - 24" x 72"
3 units - triangular bandages
1 unit - tourniquet, scissors, tweezers, thermometer
2 units - neosporin ointment
1 unit - aspirin
1 unit - mercurochrome
1 unit - rubbing alcohol

Day Care

The migrant often becomes a parent early in the adolescent years. This early age of parenthood and the economic need for both parents to work in the fields make day care a much needed service. It adds to the total development of the child and to the education of his parents.

New York State has a well organized system to provide quality education to the preschool migrant children when they are in the state. Every identified migrant child from 3 weeks to five years of age needing day care services receives it. The Department of Agriculture and Markets, in cooperation with the Bureau of Migrant Education, funds migrant day care centers that are "child development" rather than "custodial care" oriented.

In-camp staff should be aware of day care facilities in the service area so that when they are approached by the workers concerning day care center locations, hours, program, etc., they will be able to provide that information.

For further information on day care for migrant children and a listing of all migrant day care facilities in New York State, contact:

N.Y.S. Department of Agriculture and Markets
State Campus
Albany, New York 12234

Other Supportive Service Programs and Agencies

There are many additional and supportive service programs and agencies serving migrant farmworkers which the In-Camp Program staff should be aware of:

1. Alcoholics Anonymous
2. American Cancer Society
3. American Heart Association
4. American Red Cross
5. Area hospitals
6. BOCES
7. Department of Human Rights
8. Department of Labor (CETA, Rural Manpower)

9. Department of Public Health
10. Department of Social Services
11. Local libraries
12. Local migrant service centers
13. Local police departments
14. Migrant Ministry
15. Planned Parenthood
16. Sickle Cell Association
17. Universities, colleges and community colleges

It is important to establish well-defined working relationships with representatives of the supportive agencies for maximum benefit to the migrant farmworker families.

In addition to working with all the supportive services described in this chapter, the in-camp staff may be called upon to devote personal time in aiding and serving the workers. The program director should contact the local and state police in order to establish procedures to be notified if an emergency situation arises so the workers can be assisted and their needs served. For example, at times of personal tragedy and resultant death of a migrant farmworkers, an in-camp staff member who is close to the migrants can be a tremendous aid to local officials in the identification of the dead person presumed to be a migrant. The life style and isolation of migrant workers can and does result in unidentified bodies being found in the rural areas. The program director should assist the authorities to do whatever follow-up is necessary in locating and notifying any family members when such tragedy occurs.

Another supportive service the in-camp staff can provide is to assist hospitalized workers in any way possible. A worker far from home in a hospital here would welcome visits from friends in New York State.

In providing these additional services, it is imperative that proper coordination be maintained with all agencies serving migrant farmworkers.

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CHAPTER IV

FOLLOW-UP OF EDUCATIONAL SERVICES

The New York State harvest season is approximately six months long; thus, the migrant farmworkers are in the area a relatively short period of time. Many times, however, crews are in the state only two to four months, depending upon the crops being harvested or processed. The staff of any educational program serving these workers must take into account the fact that continuity of services is a must in order to effect any lasting change in the lives of the people being served.

Therefore, follow-up services in the home base must be offered to provide this desperately needed continuity. Enrollment and participation in a short-term educational program in New York State can motivate a worker to begin or continue his education, but cannot provide all the educational skills necessary for a life style of his choice.

It is the responsibilitiy of the program director or assistant director to establish contact with home base agencies or programs. Forty-eight states in addition to Puerto Rico and Canada have migrant education departments (usually located in the State Education Department or State Department of Public Instruction) as well as regional and local migrant programs.

Visits to, or telephone conversations with appropriate home base personnel are two of the most effective ways of initiating continuity of services for the workers. Written academic achievements and evaluations, as well as personal profiles, if possible, assist greatly in the placement of the workers.

In following its philosophy of comprehensive and continuous service to migrant farmworkers, the Geneseo Migrant Center utilizes the following forms which record and transfer all relevant data on each program participant to his next home. These forms may be copied or modified for use in similar migrant programs.

1. Adult Learner Form

The Adult Learner Form (Appendix L) should be completed on each migrant that has participated in the program, and wishes to continue his education. The form is self-explanatory, but the following guidelines may assist in accurate and effective completion of the form.

Goals/Needs:

a. Identify individuals that you have worked with that are interested in continuing their education or pursuing a new vocation.

b. When obtaining the address of the worker, be sure you get both mailing and living addresses. This will expedite locating the worker in the home base state.

c. Discuss with the worker his goals and help identify any objectives required to attain his goals. Note any special needs or problems that may affect attainment of the goals (family responsibilities, handicaps, lack of transportation, etc.).

Progress in New York State Program:

a. State the dates of the learning period.

b. Briefly describe the course of study followed, materials used, and achievements. Note any study materials the learner has taken home. Also note any other stops taken such as letters of inquiry or application for programs or goal-oriented information. Briefly describe the strengths and skills you feel the learner now has.

Follow-up Desired:

a. State specifically what services the worker should have in the home base state to acquire his goal, such as High School Equivalency, Adult Basic Education, or Vocational Education.

Additional Comments:

Add anything that you feel would expedite the learner's success. Any problems or experiences not noted elsewhere may be included here.

2. Migrant Student Record Transfer System Enrollment Form

If there are any migrant workers 21 years old or younger in a camp being served that have not been enrolled on the MSRTS, it is the in-camp teacher's responsibility to complete the enrollment form (Appendix M) and return it to the program director for transmittal to the appropriate MSRTS terminal.

The MSRTS is a nationwide computerized system (central data bank is located in Little Rock, Arkansas) designed to assure continuity of educational and health services for migrant children (birth to 21 years of age). It provides rapid transmittal of pertinent academic and health data to and from schools or programs participating in the system.

New York has three terminals serving the state. The terminal operator for your area can answer any questions concerning the system, and the staff of the Little Rock, Arkansas data bank will provide training for staff.

The three terminals and the operators are:

Rita Lowe, Terminal Operator
Region I
Orleans-Niagara BOCES
Medina, New York 14103
716-798-4389

Pat Cormier, Terminal Operator
Region II
Wayne Educational Center
Williamson, New York 14589
315-589-9180

Chris Rowe, Terminal Operator
Region III
Ulster County BOCES
New Paltz, New York 12561
914-255-1405

3. Uniform Migrant Adult Transfer Form

In 1973, the Geneseo Migrant Center conducted a study entitled "The Feasibility of Using the Existing Migrant Student Record Transfer System to Promote Continuity of Learning for Adult Migratory Farmworkers," by James A. Roberts, study director. One of the purposes of the study was to initiate a procedure to "enable the unskilled migrant and seasonal farmworker, living marginally at the periphery of society, in many cases illiterate, to move from his present condition to functional citizenship, with economic independence due to gainful employment of developed workable skills."

Another purpose was to study the possibility of linking with the computerized MSRTS; this has not yet become a reality.

As a result of the study, however, the Uniform Migrant Adult Transfer Form was developed and has since been used on a pilot basis in Geneseo Migrant Center programs serving adults. The form is presently being modified and again, the possibility of linking with a national dissemination system is being explored. (Appendix N)

For specific instructions on completing the form, the Roberts study is available upon request from the Geneseo Migrant Center.

4. Migrant Profile Form

In order to provide the necessary services, either while the workers are still here, or as follow-up, it is suggested that the Migrant Profile Form (see Appendix O), or modification of it, be completed by the in-camp staff weekly and submitted to the program director for follow-up activities. These should be provided immediately and recorded.

To determine what region a program is in, the map below identifies the regions and the locations of the terminals.

CHAPTER V

EVALUATION

The evaluation procedures for an In-Camp Learning Program may be varied. Each program must be sure to meet the guidelines of its funding source(s). Federal, state and local agency guidelines may vary considerably.

The evaluation component of the program should, however, include the following:

1. Evaluation activities of in-camp teaching staffs
   a. Recording of observations (see Appendices O and P for "Profile Sheet" and "Weekly Attendance Report").
   b. Administration of the California Achievement Test - adult version (given at the beginning and conclusion of the program).
   c. Administration of the LVA READ pre- and post-test or the ESL Placement pre- and post-test, if appropriate.
   d. Written evaluation of individual lessons, i.e., did the lesson meet the prescribed objectives (see "Planning for Instruction" sheet, Appendix F).
   e. Progress charts and reports on each student.
   f. Completion of the "In-Camp Evaluation Form" at the end of the program (see Appendix Q).
2. Informal Evaluation by the Migrant Participants
   a. Written and verbal observations.
   b. Tapes, photographs, stories, etc. by participants.
   c. Meetings with program staff to evaluate portions of the program.
3. Evaluation by Growers of Participating Camps
   a. Written and verbal evaluation.
   b. Meeting with program staff.

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When all the evaluation materials have been received and tabulated, the program director must assess the resultant data in order to determine the effectiveness of the program and to plan accordingly for future programs.

For the purpose of evaluating the effectiveness and services of the program other than the educational component, a log of services provided to the workers should be maintained and reported to the funding source. This will assist in future planning of a comprehensive In-Camp Learning Program.

Photo by Roger Smith

PART II

GENESEO MIGRANT CENTER'S IN-CAMP LEARNING PROGRAM - SPECIFICS

CHAPTER VI

INTRODUCTION

Part I of this Guidebook presented general guidelines for the development of an In-Camp Learning Program for migrant farmworkers. To provide more specificity on program activities and supportive services, Part II describes the 1975 In-Camp Learning Program conducted by the Geneseo Migrant Center.

Background

The Bureau of Migrant Education of the N.Y.S. Education Department provided funds for the Center's first in-camp program in 1971. The program was then called the Teenage In-Camp Program because it evolved from the need to provide educational services to teenagers who could not attend the Center's daytime program. Because the older children needed to work in the fields during the day to help support their families, the availability of an in-camp program enabled the youth to work during the day and receive instruction in the evening.

The program has been conducted in Livingston, Steuben and Wyoming counties every migrant season since then, incorporating modifications and improvements based on continuous evaluation by the staff, workers, crewleaders and growers.

As more and more adults became interested and involved in the program, it became imperative to seek funds for adult education. Thus, the fall 1975 In-Camp Learning Program described in Part II was funded by the N.Y.S. Division of Continuing Education.

Any of the information or materials presented in this section may be adapted to other program needs. The Program Narrative outlines the overall purpose of the program as well as specific educational needs, objectives, learning experiences and evaluative procedures.

CHAPTER VII

FALL 1975 IN-CAMP LEARNING PROGRAM

Narrative

The In-Camp Learning Program serves migrant farmworker youth and adults in Livingston, Steuben and Wyoming county migrant camps. The main focus of the program is to help meet the assessed and expressed educational needs of the approximately 400 workers in 15 camps in the above-mentioned counties.

Each camp (wherein permission has been granted from the farmer and crew-leader to conduct the program) is served by a teaching team consisting of one male and one female instructor, one tutor, and one migrant aide. The latter (tutor and migrant aide) work under the supervision of the instructors, thus better individualizing the in-camp educational program. Volunteers are also utilized as needs are identified.

The major goal of the program is to help the migrant master those tools of communication, thinking and self-direction that best help him make those decisions critical to his daily and future life.

The staff will be educated as to program goals, effective teaching techniques, and to other programs and agencies to which they might refer migrants with special needs.

The program director assists the professional and tutorial staffs in the development of relevant educational material, supervises the teaching teams in the camps and meets on an individual or team basis to discuss any needs.

Outlined in chart form on the following pages are the basic educational needs, objectives, learning experiences and evaluative procedures of the 1975 In-Camp Learning Program.

In addition, a summary of activities conducted by the teaching teams in the various camps is included.

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Geneseo Migrant Center -In-Camp Learning Program - Fall 1975

**NOTE: For all objectives, a variety of learning experience methods and media will be utilized depending upon the needs and interests of the workers.

NEEDS	OBJECTIVES	**LEARNING EXPERIENCES	EVALUATION
1. A recent study indicates that 90% of the children of migrant farmworkers drop out of school and that those who do stay in school are usually behind two or more years in reading, math and other subjects.	Interested migrant participants will work toward completion of a high school program.	Based upon individual needs, a variety of activities, utilizing appropriate media and teaching techniques, will take place designed to develop: --correctness and effectiveness of expression (oral and written) --interpretation skills of reading materials in social studies --interpretation skills of reading materials in natural science --interpretation skills of reading materials in literature --general mathematical ability	Progress charts and achievement reports will be maintained on the students. Self-assessment checklists will be maintained by the students.
2. Migrants are recognized through research as being one of the four groups found predominantly to be functionally illiterate. The other three are: --older persons, white and non-white --persons living on farms, especially Negroes --persons with rural backgrounds who have moved to urban centers	Interested migrant participants will learn to read and write commensurate with their ability, pace and interest.	The main vehicle for teaching which may be modified, depending upon needs of individual students, will be the Literacy Volunteers of America program. This technique utilizes four basic approaches: experience story; sight words; phonics; and phonics-in-pattern. Motivational aides such as newspapers, driver's license manuals, want ads, etc. will be used to motivate the migrants to learn to read. The students will fill out forms and applications and write letters to enhance their reading skills.	Progress and achievement reports of migrants will be maintained. Pre- and post-tests will be administered by the teachers. Checklists of reading material selected will be recorded. LVA-READ Test will be administered to each student. Wage statements will be kept by the students for their personal records

Geneseo Migrant Center - In-Camp Learning Program - Fall 1975

NEEDS	OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
2. (continued)		The students will participate in one-to-one tutoring using the LVA technique to teach reading. The students will be assisted by the teachers in increasing verbal and written abilities. The students will compute wages and hourly rate as a math activity. Newspaper ads and catalogues will be used for instruction.	
3. Many migrants who come from different cultural backgrounds do not speak English.	Interested workers will learn English as a second language commensurate with their ability.	Literacy Volunteers of America multi-media materials will serve as the core ESL learning approach. Many expressive activities, such as role playing, tape recording, experience story writing, etc. will be provided.	Vocabulary/comprehension tests will be given. A tape recording will be made prior to the students' lessons and again at the completion of the program to demonstrate students' progress.
4. Migrant parents have had little help and guidance in child rearing.	Parents and older teenagers will maintain a home environment supportive of the children's school efforts, make materials for educational activities, and provide appropriate learning experiences for the children.	Films, discussions and pictures will be used to identify child development phases and to enable participants to prepare and utilize appropriate learning environments. The students will develop educational games for use with their children. Role playing, demonstration lessons and practice lessons will provide the concrete experiences critical to working with children.	Checklists and assessments of activities with children will be kept. Informal tests will be given to test understanding of child development phases. There will be assessment of educational games developed.

Geneseo Migrant Center - In-Camp Learning Program - Fall 1975

NEEDS	OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
5. Because of their limited life experiences, migrants have not had the opportunity to develop or follow up their interests, abilities, and/or occupational potential.	Migrants will explore their creative and occupational potential through a variety of educational experiences.	Field trips will be taken to expand the occupational orientation of the students. Interviews will be held with personnel at the various sites. The students will participate in skill building and environment improvement projects in the following areas: building construction, auto mechanics, sewing, typing, embroidering, knitting, rug making, and making craft items.	Pre and post occupational interest inventories. Skills checklists will be kept.
6. The need to learn about and develop pride in their own heritage and culture is important to the self-concept of the migrant participants. Their ability to relate to other cultures is also important.	The migrants will be able to describe the uniqueness of their own and other culture.	The migrant participants will view films and read about outstanding people and events from their own and other cultures. Field trips to such places as art museums and businesses will be provided. The opportunity to participate in fine arts activities at the State University College at Geneseo will be provided. Each of the ethnic group participating in the program will provide cultural activities of their group for the other participants.	Stories written by the migrants themselves including facts unique to their cultures. Dramatic (or other medium) presentations performed by the students. Pre and post attitude inventories. Observation checklists.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
'. With the life expectancy of the migrant farmworker at 49 years of age, much health education is needed to give him the same chances for survival as the other members of society.	The migrants will describe and demonstrate proper health and hygiene practices. The migrants will become competent in the use of Red Cross first aid methods. The migrants will be able to list five medical and dental services available in the county in which they reside. The migrants will be able to demonstrate good nutritional practices and techniques.	The students will participate in discussions, read materials, view films and filmstrips on health education and preventive medicine. The students will participate in instruction, practice and implementation to become competent with the First Aid skills. Small group discussions and one-to-one talks will be conducted on area health care facilities. Opportunities to learn about and practice appropriate personal hygiene will be provided. Posters in Spanish and English will be put up listing services available. Sample nutritional menus will be developed and meals prepared by the students.	List of films shown. Checklist. Students comments will be recorded. Observation checklist. A list will be compiled of medical and dental services available in Wyoming County. Questionnaire. List of sample menus developed.
3. The migrants' lack of environmental education results in the camp being usually rundown and badly in need of repair .	The migrants will become competent in sewing, home beautification and home safety, to improve the quality of life in the migrant camp. The migrants will be able to use the skills learned in their homes in the home base area.	The migrants will view films, filmstrips and practice in actual application, projects utilizing their new skills.	Observation by the teachers of camp improvements.

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Summary of Activities - Geneseo Migrant Center's In-Camp Learning Program

Name of Camp	Teachers	Number of Students	Sample Activities
WYOMING COUNTY:			
Jefferson Camp	Cindy Hayes Mark Behnke	12	Health education on TB, First Aid and poisons. Black culture and black music. Geography - the workers mapped out their home towns and work routes. Cooking - teaching math through measuring. High School Equivalency. Food and nutrition lessons. Dictionary skills.
Herrera Camp	Barbara Jones Nancy Zahler Sheila McCarthy Lucy Costanza Adolfo Ramos Mary Fergus	54	Current events. Reading - LVA. Health education and child care. Typing. N.Y.S. Regulations for owning a car. Spanish history and Mexican-American culture. Birth control education. Sewing. Practical math and bookkeeping. Drivers Training. High School Equivalency. Proper nutrition. Vocabulary in the telephone directory. ESL (English as a Second Language) Spanish reading. Business letters. Consumer Education.
Mehlenbacher Trailers	Wes Marsh Virginia Rodgers	35	Finances and bookkeeping. Auto mechanics. Basic math. Black music and culture. Sewing. Health education on First Aid and the harmful effects of smoking.
Harper Trailer	Charlene Sanford Carol Caputo	7	High School Equivalency. Pre-school activities. Elementary reading. Proper verbalization. Eye/hand coordination. Cooking. Black culture and music. Reading. Home decoration. Budgeting.

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Geneseo Migrant Center's In-Camp Learning Program

Name of Camp	Teachers	Number of Students	Sample Activities
Finch Camp	James Cornell Lynn Cornell	15	Alphabet. Map reading and discussion. Black culture and music. Geography - continent identification. Health and nutrition education. Discussion on cancer. Reading - LVA. Scrabble games. Basic math. Driver education. Sewing - crocheting to make caps to wear in the fields.
Simmons Camp	Jan Talbot Bob Sherman	35	First Aid. Typing. Jewelry-making and metal-working. Showed and discussed film classics. Map work. Black heritage and music. Current events. Poetry - "Tow Paths". Painting. Repair and decoration of living area. Knitting. Letter writing. Reading - LVA. High School Equivalency. Embroidery. Math skills. Writing. Dictionary skills.
Hunter Camp	Karen Surace Martin Teller Josh Weinstein	30	Current events. Pattern of migration. Cooking. Health education on dangers of smoking and drinking. Career education. High School Equivalency. Reading and writing by LVA. Music. Science experiments and education. Environmental education. Math skills. Evolution discussion.
Dickerson Camp Smith Camp	Trudy Wester Bill Hill Maurice Odine	57 40	Health and nutrition. Child care. Bookkeeping. Alcohol education. Individualized math. Science, reading and social studies.

Geneseo Migrant Center's In-Camp Learning Program

Name of Camp	Teachers	Number of Students	Sample Activities
Dickerson Camp (cont'd.) Smith Camp (cont'd.)	T. Wester B. Hill M. Odine		Creative drawing and arts and crafts. Sewing skills. High School Equivalency. Black culture. V.D. education. Leather craft.

A special alcohol program was conducted in both the Smith and Dickerson Camps this season. A token reinforcement system was used to reward the workers for periods of sobriety. The system also rewarded the workers points worth monetary value for educational lessons completed.

LIVINGSTON COUNTY:

Brown Camp	Mary Lynch Mathew O'Brien	13	High School Equivalency. Reading comprehension in social studies and natural science. Spelling - used the Voxcom. Cultural awareness. Tape recorded. Poetry. Black music. Trips to area library. Map reading. V.D. education. History. Science education. Measuring skills. Auto mechanics. Math skills. Operation of tape recorder. Self concept improvement Sewing. Typing. Geography.

STEUBEN COUNTY:

Houston Camp	Sue Adams Tom Foley	30	Reading - LVA. African culture. Black music. Mapreading and mileage chart. Sewing. Basic math. Letters of the alphabet through typing. Discussions on health. Economical food buying. Typing. Consumer math. Discussion on pre-natal care.

CHAPTER VIII

SUPPORTIVE SERVICES AND PROGRAMS

Introduction

The philosophy of the Geneseo Migrant Center is to provide comprehensive services to migrant farmworker families. In addition to the utilization of the programs, agencies and other services described in Part I, Chapter III, several additional programs have been developed and are operated by the Center to complement and augment the In-Camp Learning Program.

Briefly described, these programs are:

1. Migrant Family Experience Program (Weekend Program) - Funded by the N.Y.S.E.D. Bureau of Migrant Education, this program runs the length of the migrant season and gives the families the opportunity to leave the migrant camps on those weekends when there is no work. They participate in a variety of recreational, educational and cultural activities at the State University College at Geneseo Campus and other sites. The program was initiated in 1971. From 75 to 150 migrants participate each Sunday in the program. The Program Narrative and Summary of Weekly Activities are included in this chapter (pp. 57-62).
2. Educational Alcohol Program - Initiated at the beginning of the 1975 migrant season, this program was operated in two migrant camps in Wyoming County and served approximately 90 individuals. Based upon the token reinforcement system, the program provided much needed alcohol education to the workers. Points worth monetary values were awarded to migrant camp residents participating in the program when they met criteria established by the program teacher. The program is described more extensively on pp. 64-65.
3. Literacy Volunteers of America, Inc. - Literacy Volunteers of America, Inc. (LVA) is a national, non-profit organization designed to meet

the need of teaching illiterate or functionally illiterate adults to read. The utilization of volunteers as tutors makes the program a cost-effective one, as far as trying to reach the 21 million illiterate adults in America. In 1975 the Geneseo Migrant Center became the first Associate of LVA of New York State, Inc. As an Associate, Center staff have completed several tutor training workshops and is capable of training basic reading and/or English as a Second Language (ESL) tutors, and managing a tutorial program through technical assistance from LVA.

The Center has found that many of the migrant farmworkers it serves are illiterate and in need of this type of assistance. Therefore, the Center's in-camp staff has been trained to teach reading utilizing the LVA techniques. Further information on LVA is provided in this chapter on pp. 66-67.

4. Mobile Units - The Geneseo Migrant Center has found the use of mobile units in the camps to be a successful answer to the problem of lack of space for teaching purposes. Several of the units are occupationally equipped and thus provide another dimension to the scope of the In-Camp Learning Program. Further information about the units is on pp. 67-68.

Migrant Family Experience Program - Narrative

The Migrant Family Experience Program funded by the N.Y.S.E.D. Bureau of Migrant Education complements the In-Camp Learning Program of the Division of Continuing Education, N.Y.S.E.D.

It is designed to provide an educationally, recreationally and socially valuable environment for the migrant participants. During the morning session the migrant families receive instruction and then participate in the following activities: water safety, diving, swimming, life saving, first aid, tennis, paddleball, basketball dribbling and shooting, ball handling skills, bowling,

softball, volleyball, ping pong, pool shooting and bicycle riding and safety. Arts and crafts are also available to those desiring them, and individual tutors are available to all.

A strong health education component is offered in the morning sessions in the following areas: sex education, nutrition, cancer and tuberculosis.

Well-balanced nutritious meals (breakfast, lunch and dinner) are served to all the participants with special emphasis placed on planning and preparation of the meals by the migrants themselves.

In the afternoon, field trips and movies are planned after polling the migrants for their specific interests.

This program is designed for the entire family unit. The parents and other participants assist in planning, implementation, and evaluation of the program.

By taking field trips, the migrants become involved in community-sponsored events and the community becomes more aware of the migrants and their cultures and problems. Local 4-H clubs will be used to provide programs for the migrants throughout the program. Also, ENEP Cooperative Extension Aides will be utilized to help with teaching proper nutritional techniques. Community volunteers will be utilized as appropriate.

Community involvement extends even to the local newspaper reporter, who writes human interest articles which make the community even more aware of the underprivileged in their midst.

The project director of this program is experienced in working with migrants and the tutors have participated in a three-hour staff development session. The physical education coordinator and lifeguards/swimming instructors have their water safety instructor certificates and they will receive further training and orientation to the migrant children from the project director and staff of the Geneseo Migrant Center.

Most of the staff have gone through a training workshop by Literacy Volunteers of America, Inc. to enable them to teach reading to illiterate adults on a one-to-one basis. Another LVA teacher training workshop will be offered this season to the staff.

The program is evaluated via staff and migrant participant assessments, as well as checklists of the strengths and needs of the participants.

"Enrollment Authorization Forms" for the MSRTS are completed for eligible program participants. The program staff is responsible for enrolling eligible migrants, recording services rendered to him/her, and updating the academic and health records.

Facilities available at the State University College at Geneseo Campus are used for project activities, as well as places such as Letchworth State Park, the Livingston County Campus and field trips to various events. Supportive services the project provide are as follow:

1. Wyoming County Public Health Department - medical services
2. Milne Library, S.U.C. at Geneseo - magazines and books
3. Livingston-Steuben-Wyoming BOCES - films and other materials
4. Rochester Public Library - paperbacks and films
5. S.U.C. at Geneseo - use of physical education facilities, fine arts building. College Union, Campus Infirmary, dining halls
6. Local organizations, business people, individuals contributing clothing and expertise
7. Volunteer Center, S.U.C. at Geneseo - volunteers
8. Geneseo Migrant Center - resource center, referral services
9. Livingston County Alcoholism Referral Center - counselling

Summary of Activities - Geneseo's Migrant Family Experience Program

Date	#	Morning Activities	Afternoon Activities
7/6/75	54	Swimming, basketball and other recreational activities.	Softball game at Geneseo State Campus, plus swimming at Conesus Lake.
7/13/75	54	Swimming and basketball at Schrader Gym.	Country and Western Jamboree at Highland Park in Geneseo.
7/20/75	63	Swimming and other recreational activities.	Livingston County Antique Car Club Show in Geneseo.
7/27/75	54	Swimming and recreational activities.	Trip to Livingston Co. Park, Mt. Morris, N.Y. A guided tour of the nature trails was given by Park Attendant.
8/3/75	94	Swimming and recreational activities.	Trip to Long Point Amusement Park for rides, penny arcade, and swimming in the lake.
8/10/75	110	Basketball, softball, swimming and other athletic events.	Trip to Seneca Park Zoo, Rochester, New York.
8/17/75	97	Swimming and other recreational activities at the College.	Trip to Long Point Park Amusement Park for rides and other activities. Many people went swimming in the lake.
8/24/75	102	Trip to Camp Gorton Boy Scout Camp.	Tour of camp facilities by the children, plus boating and swimming. The group was entertained by skits done by the migrant children.
8/31/75	90	Recreational activities at Schrader Gym, including swimming and basketball.	Trip to Letchworth State Park with stops at many of the scenic overlooks plus the Indian Council Grounds and museum.
9/7/75	129	Swimming and other athletic events at the Schrader Gym.	Trip to Strasenburgh Planetarium for a science fiction star show.
9/14/75	170	Trip to Niagara Falls, USA.	Tour of the Falls and tour and show at the Sea Aquarium.
9/21/75	80	Swimming, ping pong, pool shooting and basketball at Schrader Gym. Some people also lifted weights.	Trip to Wyoming Co. Fairgrounds to participate in the Wyoming Co. Migrant Song Festival.

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Summary of Activities - Geneseo's Migrant Family Experience Program

Date	#	Morning Activities	Afternoon Activities
9/27/75	72	Pool shooting, ping pong, basketball, weight lifting, and swimming.	Children went to movie in Mt. Morris, "Apple Dumpling Gang". Adults were screened for hypertension and participated in a health meeting on birth control, VD and sex education.
10/5/75	120	Swimming, basketball and bowling available. Also weight lifting.	Field Days at Geneseo State College. Many events and many prizes for all!
10/12/75	104	Bowling alleys were opened plus the pool room. Swimming and basketball were also available.	Movie: "Pippi Goes Aboard" at the Mt. Morris Theater.
10/19/75	38	Bowling, swimming, weight lifting and basketball were participated in. Pool shooting and other recreational games were available.	TALENT SHOW at Holcomb Learning Center, SUC, Geneseo.

TOTAL NUMBER OF WORKERS SERVED: 1,431

Educational Alcohol Program

A new component of the Geneseo Migrant Center's In-Camp Learning Program is an Educational Alcohol Program operated in two migrant camps in Wyoming County. The incidence of alcoholism among migrant farmworkers is very high and anything that can be done to alleviate the problem will be beneficial to the workers' learning and living environments.

The Educational Alcohol Program is based upon the token reinforcement system. Each person participating in the program earns points for each 24 hours of sobriety, attends alcohol education sessions in the camp, completes lessons, reads books, and teaches lessons. Each point is worth 25¢ cash value toward merchandise of the migrant's choosing. Kinds of merchandise chosen by the migrants have been: clothing (mostly socks, hats, underwear and sweatshirts; towels; blankets, bedspreads; kitchen utensils (cups, glasses, bowls, silverware); toiletries (shampoo, toothpaste, soap, vaseline); groceries (mostly coffee, sugar and Cremora used by many instead of alcohol as drink) and cleaning supplies (detergents and bleach).

In addition to token reinforcement, the program focused on educational activities, culture and recreation, self-concept enhancement and peer involvement. Sample activities for each of these areas are described below.[3]

Educational Activities:

1. Viewing of movies such as: "Black Music in America" followed by discussions.
2. Reading followed by questions and answers.
3. Participating in math lessons.
4. Learning arts and crafts work.
5. Learning sewing and baking.

Culture and Recreation:

1. Outings for migrants who had not misused alcohol or each other the

[3]Mrs. Trudy Wester, In-Camp Learning Program Teacher

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previous week (to movies, plays, parties).

2. Participating in sports (basketball, baseball).
3. Playing games (Monopoly, Scrabble, checkers, etc.).

Self-Concept Enhancement:

1. Viewing of movies on black history, black heroes, and current events affecting blacks followed by discussions.
2. Reading black history and black literature (Ebony magazine, newspapers).
3. Viewing of movies, tapes and books on black stars - musicians, singers, sports heroes.
4. Sitting for portraits; drawing each other.
5. Writing stories of their own lives and specific experiences.
6. Participating in informal discussions allowing feelings to emerge.
7. Gathering information for Ethnic Heritage Project (writing Black language expressions, drawing and painting, describing migrant routes and activities).

Peer Involvement:

1. Teaching each other.
2. Reinforcing positive effects of sobriety through talking with each other.
3. Telling alcohol experiences at Alcoholics Anonymous-type meetings; comparing effects on their lives.
4. Sharing food and merchandise earned from token reinforcement.

Although the Educational Alcohol Program was effective because of immediate reinforcement, an important factor in reducing the rate of alcoholism among migrants is to try to obtain continuous support for them when they leave the state. The Center has made contacts with alcohol programs in the home bases of Florida, Texas and Puerto Rico regarding follow-up and support for the workers who participated in the Geneseo program.

Literacy Volunteers of America, Inc.

The Geneseo Migrant Center became an Associate of Literacy Volunteers of America (LVA) in 1975. As an Associate, the Center has the expertise and materials to provide the basic Teacher Training Workshop and the English as a Second Language (ESL) Workshop to staff, college students and community people who wish to serve as tutors.

LVA teaching techniques have been used for the past couple of years in the Geneseo Migrant Center's In-Camp Program to teach the adult migrants to read, and have proven quite effective. The four LVA techniques of teaching reading are:

1. experience story
2. sight words
3. phonics
4. phonics-in-pattern

The LVA trainee's materials are available at the Center for any person interested in reviewing any specific techniques. The LVA Teacher Training Workshop is now also available for Geneseo college credit - either graduate or undergraduate.

Literacy Volunteers was founded in 1962 in Syracuse, New York by Mrs. Ruth Colvin and chartered under the State of New York in 1967 as a tax-exempt, non-profit corporation. In 1972 Literacy Volunteers changed its name to Literacy Volunteers of America, Inc. to emphasize its growing national character.

The basic objective and purpose of LVA is to develop the best possible training techniques and materials for the use of organized volunteers in Literacy Volunteer affiliates for tutoring illiterate adults (16 years or older) to read and write on at least a fifth grade level. Tutoring is done on a one-to-one basis.

A Teacher Training Workshop is the heart of the teaching program. It is a concentrated workshop designed to enable a person to teach basic reading to an illiterate or functionally illiterate adult. The training is accomplished through audio-visual techniques, live demonstrations, and actual practice. It includes testing and specific instruction in applying the teaching techniques taught, to a wide variety of published materials. Teachers learn that their instruction should always be tailored to individual students' needs.

LVA recently completed a Teaching English as a Second Language Workshop designed to teach a person to gain the necessary skills to teach English to a person unable to speak the language. The ESL Workshop utilizes the same techniques as the Teacher Training Workshop.

For further information on the Literacy Volunteers of America, Inc. programs in New York State, contact:

Mrs. Marianne Hickman
New York State Coordinator
131 Sherrill Road
Sherrill, New York 13461
Phone: 315-363-8890

Literacy Volunteers of New York State has affiliate organizations in: Albany, Broome County, Buffalo and Erie County, Cayuga County, Clinton County, Cortland, Geneva, Glens Falls, Jamestown, Lockport, Mt. Vernon, Nassau, Niagara Falls, Northern Westchester, Olean, Oneida, Orleans, Oswego County, Poughkeepsie, Rochester, St. Lawrence County, Schenectady, Greater Syracuse, Tarrytown, Troy and Watertown.

Mobile Units

Educational activities in the camps are usually conducted in the commissary or in individual rooms; however, if there is no facility available, one alternative is the use of mobile units in the camps, with the permission of the growers and crewleaders.

The Geneseo Migrant Center has available four mobile units to aid the in-

camp teachers in providing additional learning experiences for the workers. A creative teacher can turn a mobile unit into an exciting and motivating in-camp classroom. Three of the Center's units (purchased in 1972 with funds provided by the N.Y.S.E.D. Division of Occupational Education Supervision) are also equipped for occupational training activities.

Mobile Unit One is equipped with materials and tools to teach building construction trades. Mobile Unit Two is a multi-occupational unit supplied with materials and tools so that a worker can explore several different occupational careers. The third occupationally equipped mobile unit is an early childhood unit where parents can learn about child care and development.

The fourth mobile unit is a reconverted bus donated by the Lyndonville Central School district. It contains work tables, chairs and individual learning centers with educational materials and equipment to teach Adult Basic Education, home economics, consumer education, typing, sewing and many other activities. The unit, called the Geneseo Mobile Learning Center, provides excellent space for small group instruction, movies and rap sessions, and is very flexible in terms of moving from camp to camp throughout the season. (See Appendix R).

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APPENDICES

APPENDIX A

LABOR CAMPS IN NEW YORK

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Erie	Brant	Growers & Packers Can Co.	54
	Eden	Westside Farms	34
		W.D. Henry #1	8
		W.D. Henry #2	9
		Zittel	12
	Evans	Feltz Brothers	27
	Hamburg	Charles Miller	8
	North Collins	Lawtons Canning Co.	16
	West Seneca	Kopps Farms	9
Essex	Crown Point	Ledge Top Orchard	15
	Ticonderoga	Johnson Orchards	26
Greene	Athens	Albright Brothers	14
Genesee	Bergen	C.B. Foods	120
	Oakfield	C.B. Foods	85
Livingston	Avon	Birds Eye	75
	Leichester	Curtice-Burns Food	300
	Springwater	Blue Eagle	24
		Votypka Bernard	40
Madison	Sullivan	Sky-High Farm	50
Monroe	Clarkson	Martin	47
	Hamlin	Baase	14
		Charles Breslawski	9
		Elliott	8
		Elmer	20
		King #4	24
		Luther Moore	18
		Nick Breslawski	10
		Richard Ophardt	6
		Shoemaker	6
	Hilton	Nalla	9
	Parma	Burch	15
		Collamer	12
		Hendershot	25
	Perinton	Comstock-Greenwood Foods	100
	Sweden	Sodoma	78
Niagara	Hartland	Schilling	5
	Newfane	Cornucopia	40
		Hobbs	10
		Niagara Orchards #1	8

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Niagara (continued)	Newfane (continued)	Niagara Orchards #3	32
		Niagara Orchards #4	18
		Ontario Orchards	26
		Phillips Orchards	12
		Sayer Farm	26
		Singer Camp-Russell	12
		Singer Farms	14
		Zehr	13
	Porter	Carter	7
		Frank Baker	30
	Royalton	Jay D. Silsby	8
		Silsby Bro. Cold Storage	10
	Somerset	Connolly Farm	38
		Cornucopia	24
		Edward Staples	6
		Fitch	24
		Israel	6
		Southland Frozen Foods	90
		Whearty Farm	10
	Wilson	Burrows	12
		Fitch	15
		Henschel Farm	8
		Niagara Orchards	10
		Pease	15
		Rose	12
Nassau	Old Brookville	Young	6
Onondaga	Clay	Hafner Bros.	10
	Elbridge	Stuart Plantations	8
	Lysander	Hafner Farms	8
Ontario	East Bloomfield	Bennett Fur Farm	19
	Manchester	Silver Floss	16
	Rusville	Comstock-Rushville	45
	Seneca	Chris Hansen North	14
		Hansen Chris [illegible]ome	11
		Robson Seed #4	80
Orange	Blooming Grove	Roes Orchard	9
	Chester	Cavallaro Farms	8
		Russ Battiato #1	9
	Goshen	Bialas	8
		Charles Gratz	10
		Chiron Bros. #3	9
		GGG Farms E	24
		G & U Farms	65
		Myruskis	27
		Prochazka	14
		WKW Farms	10
	Montgomery	Crist Brothers	37
		Hoeffner #1	8
		Hoeffner #2	13
		Mountain View	11
	Newburgh	Filiberti Fruit	11
		Gondolfo	8
		Hepworth	12

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Orange (continued)	Newburgh	Mt. Airy	30
	Warwick	Bierstinc #1	50
		Bierstine #2	18
		Browns	13
		Chiron #2	34
		G & G Produce B	28
		G & G Produce F	22
		George Gurda C	55
		Gerczak Farms	8
		Gurda Camp A	86
		Gurda Camp A-2	34
		John Ruszkiewitcz	8
		Ochs Orchards	9
		Shuback Farms	22
		Ted Sobiech #2	14
	Wawayanda	Slate Hill	36
		Warren's Turf Nursery	20
Orleans	Albion	Bowman	12
		Lymon Camp	14
		Willow Run	14
	Barre	Pine Hill	20
	Carlton	Archbald	7
		Broadwell	15
		Brown's	30
		C-B Foods	24
		Cornucopia	50
		Kirby Bros.	20
		Sartwell	21
	Clarendon	Calarco Bros.	7
	Gaines	Harding	12
		Kirby	24
		Lamont #1	14
		Lamont #2	14
		Peolma	14
		Rush	8
		Silver Creek	40
	Kendall	Harden Brook	13
		Kludt	12
		Roger Herman	20
		Steffen	7
		Wilson	14
	Murray	Transit View	14
	Ridgeway	Jantzi	24
		Meister #2	24
		Meister #2, Part 2	24
	Yates	Baker	20
		Bentley	14
		Oakes	25
		Pellett	8
		Woodworth	32
Oswego	Granby	Arena	8
		Sorbello	9
	Hannibal	Colloca	14
		North Hannibal	30
		Patane	22
	New Haven	De Ambra	12

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Oswego (continued)	Oswego	A. Ferlito	43
		J. Ferlito	8
	Palermo	Beats All #1	14
		Beats All #2	50
		Disalvo	18
	Schroeppel	Beaver Meadows	14
		Musumeci	6
	Scriba	Foster	30
		J. Crisafulli #1	14
		J. Crisafulli #2	22
		Marano Brothers	30
		Santoro	30
		Walker	18
	Volney	Arigo	14
		Simmons-Barbara	13
		Swamp Road	9
Ostego	Worchester	Robinson's Pondera	11
Putnam	Patterson	Kessman	74
	Southeast	Salinger's Orchards	11
Rensselaer	E. Greenbush	Goldkrest	24
	Schodack	Gold Orchards	16
		Joseph Slovak #1	26
Rockland	Clarkstown	Cropsey Farm	7
		Dr. Davies Farm	5
		George Smith	8
	Ramapo	Ed Coenes	7
		Litchult	10
		Conclin Orchards	16
Saratoga	Northumberland	Bullard Orchards	45
Steuben	Avoca	Floyd Alderman	25
		Lemuel Morrell	53
		Olmstead Hills	52
		Sunrise Camp	33
	Cohocton	Drum Brothers	14
		Henry Miller #1	39
	Dansville	Camp Good Time	30
		Katsur	28
	Fremont	Hoeffner Bros. #3	48
	Prattsburg	Arthur Bidwell #2	14
	Wayland	Jablonski Bros.	28
		Jalbrzykoskis	52
		John Reimels	50
	Wheeler	John L. Davis	29
Suffolk	Babylon	Bulk's Nursery	9
		Bulk's Nursery	7
		Philip A. Schmitt	8
	Bridgehampton	Southampton Produce	22
	Brookhaven	Baier Lustgarten #3	15

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Suffolk (continued)	Brookhaven	Bernstein Boulevard #1	18
		Bernstein Boulevard #2	18
		Casa De Lalio	14
		Eberhardt Nursery	14
		Imperial Nurseries	30
		Lake Grove Nursery	6
		Laurel Hill Nursery #1	22
		Laurel Hill Nursery #2	12
		Liere Bros.	13
		Lohmann	6
		Lustgarten #1	32
		Lustgarten #2	15
		Lustgarten #3	15
		Panfield Nurseries	10
		Sang Lee Farms	40
		Woodlea Nursery	18
		Werner Sommer Nursery	13
	Huntington	Albert Schmitt	18
		Arthur Silberstein	7
		Brand's Nursery	7
		Country Gardens #1	16
		Francis Davis	8
		Louis Delea	15
		McGovern Sod Farms	16
		Woodbourne	25
	Islip	Dauernheim	5
		Mailand Bros.	9
		Parmentier's Roses	12
	Riverhead	Agway #1	28
		Beamon Camp	31
		Briermere Farm	14
		Bushwick Commission	13
		Daisy Wright	16
		Fargo	38
		Farmers Exchange	20
		Hapollack	27
		Half Hollow	10
		Hartman	11
		H Sacks and Sons	20
		Jerry Shulman	13
		Lewin	14
		Marie Jackson	18
		North Fork	23
		Wicks Nursery	14
	Smithtown	Barbato Bros.	10
		Santoreli Bros.	15
		Schrakamp-Kemper	19
	Southampton	Baldwin-State	31
		Country Gardens #2	8
		H. A. Pollack	15
		Remi Wesnofske	11
		Southshore Produce	32
		Werner Sommer	13
		Wesnofske	15
	Southold	Agway #3	31
		Agway Peconic	31
		Demarest	10
		Doroski	6
		Eastern Suffolk Co-op	61
		Ed Latham	15
		I M Young	11
		Lappe	10
		Lee	13
		Robert Bolling	21
		Sepenoski	13

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Suffolk (continued)	Southold	Terry	14
Ulster	Esopus	A. Ralsey Mott #1	7
		A. Ralsey Mott #2	6
		Hudson River Fruit	20
		Montella	6
	Gardiner	Frank Tantillo	10
		Jenkins & Leukin	14
		Sanford Orchards	25
		Stanley Orchards	20
		Sunshine Orchards	15
		Theodore Wright	24
	Lloyd	Altamont	95
		A. Zimmerman & Son	23
		B. Bratman	14
		Caruso	6
		Charles Andola	50
		Fiscella Fruit	10
		Frank Ligotino	14
		Green Coves #1	40
		Hudson Valley	11
		John Minard	25
		M. G. Hurd & Sons #1	25
		M. G. Hurd & Sons #2	21
		M. G. Hurd & Sons #3	16
		M. G. Hurd & Sons #4	15
		Michael Nardone #1	80
		Palladino & Pape	25
		Paul Minard #1	10
		Paul Minard #2	8
		Quality Fruit #1	12
		Quality Fruit #2	15
		S & A Chaissan	17
		Salvatore Scimeca	34
		Sunny Ridge	8
		W. H. Walker	30
		William A. Coy	12
	Marbletown	Davenport	20
		Edgewater	91
		Martin Russak	5
	Marlboro	Altamont #2	9
		Charles Weed	16
		Crist	14
		E. Borchet & Sons	35
		Edgewater	91
		Edmund Baxter	7
		Ernest Greiner #1	10
		Ernest Greiner #2	6
		Greiner Bros.	15
		Harold Wold	6
		Harry Evans	9
		Hepworth #1	5
		Hepworth #2	8
		Hudson River Fruit	9
		Hudson Valley #2	20
	Marlboro	J & B Trapani	24
		J. C. Wygant	12
		John Schrieber #1	11
		Joseph Connor	15
		Joseph Paladino	21
		J. R. Clarke	18
		J. Westervelt	12
		Leonard Clarke #1	
		Leonard Schrieber	25
		Louis Sarinsky	9

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Ulster (continued)	Marlboro	Michael Lapola	14
		Nicklins Fruit	15
		Norco Fruit	15
		Overlook Farms	30
		Pat Russo & Sons	21
		Sozio Fruit	14
		Thomas Currie #1	14
		Thomas Currie #2	12
		Thomas Currie #3	16
		Tiels Fruit	8
		Troncillito Bros.	25
		Vito Truncoli	15
		William McLaughlin	8
	New Paltz	Charles Wright	14
		Fred Dressel	14
		Ligotino Bros.	10
		Moriello Bros. #1	14
		Moriello Bros. #2	14
		Moriello Bros. #3	14
		Tamburello Orchards	10
	Plattekill	A & J Dembroski	18
		Albert Angelillo	10
		Eugene R. Coy	12
		Issac Schoenberg	9
		Josephine Apuzzo	8
		Michael Lembo #1	15
		Michael Lembo #2	15
		Nat Loverso Orchards	10
		Nicholas Apuzzo	9
		Robert Coys	16
		S & A Chaissen #1	50
		Stanley Orchards #1	54
		Stanley Orchards #2	20
		Vanduser Orchards	24
		William Minard	25
	Rochester	Bar Ro Acres	62
		Lee Ray	75
	Saugerties	Poplock & Son	10
		S. Berzal & Co.	20
	Shawangunk	Dolan	10
		Norwin	12
		Valley Fruit	38
	Ulster	Henry Paul #2	42
Washington	Putnam	Sears Orchard	10
Wayne	Arcadia	Beckens	14
		Maple Ridge Fruit	12
		Pirrello	60
		Agpro #2	14
	Galen	Sontheim	10
	Huron	Agpro #1	21
		Agpro #3	7
		Camps	18
		Cocoa #1	16
		Coe #2	25
		Eygnor	16
		Fowler #1	25
		Furber	37
		Granger	7
		Hance	13
		M. F. Farms	41
		Perkins	10

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Wayne (continued)	Huron	Russell Freer	N/A
		Thomas Merritt	15
		Van Fleet	12
		Wafler	12
		Weed #1	13
		Winding Brook	9
		Wolcott (Cahoon)	40
		Wolcott	15
	Lyons	Heidenreich #1	24
		Pine Hill	12
		Richmond Hill	50
	Macedon	Vercruysse	12
	Marion	Brugge #2	21
		Johnson C. Lee #1	21
		Johnson C. Lee #2	11
		Johnson Marion	17
		Johnson Marion #3	20
		Marion	180
		Morgan Ralph	10
	Newark	Chase Packing Co.	33
	Ontario	Albright #1	10
		Albright #2	10
		Albright #3	7
		Benway	8
		Brandt Fruit	11
		Eddie Thomas	54
		Herberle	11
		Lackview Knolls #2	18
		Lyndan Produce	16
		Windmill Farms	21
	Rose	Castor Farms	22
		Fremoun #3	12
		G. Buerman	8
		Putnam	14
		Welkley	14
		William Wilson	8
		Wilson Bros.	21
	Savannah	Lopez Bros.	24
		Wright Washouse #2	9
	Sodus	Apple Hill Farms	11
		Ball	20
		Bay View	13
		Boller & Son	21
		Brick Church Road	122
		Case	6
		Collins #1	13
		Datthyn 2	24
		Debadts Bus	39
		Debadts Cider Mill	14
		Debadts Motel	30
		Debadts Orchard	9
		Debadts Schoolhouse	14
		Demay East	14
		Demay Douglas	17
		Demay Schoolhouse	14
		Dubois Farm	8
		Dubois Home	14
		Dubois Marshall	9
		Douglas Sargeant	21
		Doug Sonneville	19
		Fard	16
		Fremoun #2	34
		Gordon Buerman	17

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Wayne (continued)	Sodus	Harmon Sargeant	10
		Homestead Sargeant	10
		Hermanet	20
		Hill Top Fruit	14
		Johnnie Lee Griffin	37
		Levie Johnson	14
		M. F. Farms - Gardner	24
		M. F. Farms - Kelly #2	
		Miller	45
		Norris #1	8
		Norris #2	6
		Preston #1	64
		Preston #2	15
		Rexford Furber	17
		Ronald Buerman	16
		Sodus Fruit Farm #1	8
		Sodus Fruit Farm #2	30
		Sodus Fruit Farm #3	25
		Sodus Fruit Farm #4	56
		Strong	18
		Wagemaker	24
		Wallace D. Johnson	24
		Wallace Johnson	14
		Wilson R. A.	29
		Zonneville	13
	Williamson	Brownell Clark	14
		Brownell Mark	14
		Carlton Lockley	12
		Cornwall	37
		Demarree #1	29
		Elliott #2	10
		Falkey Lynn	8
		Fox #1	10
		Fox #2	7
		G & G	17
		Huxley #1	24
		Huxley #2	12
		Jagnow #1	12
		Jagnow #2	13
		Lakeview Knolls #3	8
		Lockley Edward	9
		Moll	15
		Morgan #1	15
		Orbaker Fruit	27
		Raymer #1	12
		Todd Estate #2	16
		Verbridge #2	10
		Wagemaker Chester	17
		Williamson	76
		Wilson, R.A. Home	12
	Wolcott	Andrews	9
		Furber Fairhaven #2	12
		Godkin	14
		Parsons & Sons	16
		Youngman Bros.	11
Westchester	North Salem	Haight	14
	York Town	Blossom Knoll	8
Wyoming	Castile	Well	10
	Gainsville	Gozelski Cannon	53
		Gozelski	35
	Genesee	Stroud	36
	Orangeville	Gozelski #1	

COUNTY	NEAREST CITY	NAME OF CAMP	CAPACITY
Wyoming (continued)	Orangeville	Gozelski #2	
		W. Meyers House	6
	Pike	Ayers	16
		Helmer Murphy	42
		McCormicks Hardy	47
		Mehlenbacher	42
	Wethersfield	Carlson	24
		Carmichael	63
		Joe Meyers	30
		McCormick	33
		Merle	31
		Meyers	66
Yates	Benton	Chidsey	43
		Jensen	14
	Milo	Henderson	14
	Torrey	Dresden	18

Geneseo Migrant Center
State University College, Geneseo, New York

VOLUNTEER APPLICATION

1. Name_____ Telephone_____

   Local Address_____

2. Please check the program(s) you are interested in:

   _____ In-camp

   _____ Weekend

   _____ Castile Day Care Center

   _____ Literacy Volunteers of America

   _____ Other (please specify)_____

   _____

3. How did you learn about the program(s)?

   _____ Advertisement (specify where)_____

   _____ Volunteer Center

   _____ Word of mouth (person)_____

   _____ Other (please specify)_____

4. Briefly state the reasons for your interest in the program(s) you have indicated above. Also, please state your areas of interest and/or skill (academic, athletic, artistic, social, etc.)

   _____

   _____

   _____

   _____

5. Have you had any experience with migrant workers, rural disadvantaged people, or minority groups? If so, please describe briefly.

   _____

   _____

   _____

(OVER)

6. Please indicate the hours during which you would be able to volunteer.

   Monday:

   Tuesday:

   Wednesday:

   Thursday:

   Friday:

   Saturday:

   Sunday:

7. Do you have transportation? _____Yes _____No

   If yes, would you be willing to drive other volunteers? _____Yes _____No

   How many? _____

8. Additional comments:

_____

_____

_____

_____

_____

_____ _____

Date of Application Signature

_____

Date of Interview

mms
9/19/75

Geneseo Migrant Center
State University College, Geneseo, New York

GUIDELINES FOR PERSONAL CONDUCT IN WORKING IN MIGRANT CAMPS

Through years of experience conducting programs in and out of migrant camp settings, the Center has evolved a sound educational program for adult migrant farmworkers.

The Center has found it imperative to develop strict professional guidelines for the staff as the informality of the camp setting and friendliness of the workers may lead staff to participate in unprofessional activities.

Staff rapport with the workers and the reputation of the program could be adversely affected and even jeopardized if staff participate in such activities.

The following staff guidelines have been developed to guarantee a quality educational program for the workers.

1. Always be friendly but not pushy; you will gain much more respect.

2. Do not engage in the use of any kind of alcoholic beverage.

3. Do not engage in the use of any type of drugs, including marijuana. The use of drugs is illegal in New York State.

4. Do not smoke while working in the camps. You are an example to the members of the crew and they don't need to be exposed to your hang-ups.

5. Do not lend any money. You will lose the respect of the workers. If there is a legitimate economic problem with a worker, refer it to the program director.

6. Do not participate or engage in any sexual liaison with any of the workers. This can be damaging to your reputation as well as to the reputations of other staff members in the program.

7. Do not transport any migrant from one camp to another. Crew leaders and growers are very possessive of their workers and constantly fear losing them.

Geneseo Migrant Center
State University College, Geneseo, New York

In-Camp Learning Program

POLICIES AND PROCEDURES

TRANSPORTATION:

1. Any request for transportation should be submitted to the secretary 3 days in advance detailing date(s) needed, reason for travel, destination, driver's name, name of program. The secretary will advise the driver where the keys and mileage form may be picked up and returned. Staff responsibility is to return the vehicle in good order and clean, to report any malfunction, to record the mileage accurately (departure and return), and to return keys and mileage form to the correct deposit location.

2. If you are using a state car and pick it up before 4:00 PM, always fill the gas tank at the college facilities. If it is after 4 PM an attendant will be on duty until 8 PM only. Security is to be called for emergencies only (5651). Necessary purchase of gasoline outside campus limits and designated hours is to be made at Mobil stations only.

3. Any travel in personal vehicles for program transportation or needs must be recorded on a Research Foundation travel voucher for reimbursement of mileage. Contact Mrs. Agnes Erwin, Center Business Manager, for proper forms and instructions on filling the voucher out. Program director must authorize travel by staff; unauthorized travel will not be reimbursed.

PURCHASING:

1. Local purchases may be charged only at the following places by authorized personnel: Big N, Wegman's, Eye Camera Shop and Wyoming Valley Stationers, all in Geneseo. A list of staff members authorized to charge, and the account number of the program, will be on file at each store. Authorized personnel charging will give the salesperson the name of the program, and sign the itemized charge at the store. The store will forward the original bills to Mrs. Erwin. If you are given a copy of the charge, give it to Mrs. Erwin promptly.

2. If purchases from other than authorized stores are absolutely necessary and approved by the program director, the following procedure must be followed: staff member pays for item(s) out-of-pocket, submitting to vendor a tax exempt form (available from Mrs. Erwin). Staff member must obtain a receipt which is to be submitted to Mrs. Erwin for reimbursement; no tax will be reimbursed.

PHONES:

1. All long distance calls must be made with prior approval of the Center Director and must be recorded on the long distance record sheet by each

phone.

2. When calling Rochester, Brockport, Rush, Fairport, or Honeoye Falls, dial "4" and then the 7-digit number. This makes these otherwise long-distance calls into local charges. On-campus calls are made by dialing the last four digits of the number (excluding 245). Local off-campus calls may be made by dialing "9" and then the number, and long-distance calls are made by dialing "9-1" (plus area code if not 716) and then the phone number.

3. Keep all phone calls as brief as possible.

mms
9/25/75

Geneseo Migrant Center
State University College, Geneseo, New York

ADULT LEARNER CHARACTERISTICS

Since this project is for adult workers there are many unique characteristics that must be accounted for to obtain an effective training program. The adult learner:[1]

1. Is likely to be more rigid in his thinking.
2. Requires a longer time to perform learning tasks.
3. Is more impatient in the pursuit of learning objectives.
4. Has restricted powers of adjustment to external termperature changes and to distractions as age progresses.
5. Encounters greater difficulty in remembering isolated facts.
6. Suffers more from being deprived of success.
7. Is less willing to adopt new ways.
8. Has a number of responsibilities competing for his time and energy that are more compelling than education.
9. Has more experience in living.
10. Has made a momentous voluntary decision in deciding to return to school.
11. Is more realistic.
12. Has needs which are more concrete and immediate than those of children.
13. Is not a member of a captive audience.
14. Is used to being treated as a mature person and resents having teachers "talk down" to him.
15. Is more likely to be a member of a heterogenous group than are children.
16. In general, can learn as well as youth.
17. May attend classes with mixed set of motives.
18. May be fatigued upon arriving in class.

More specifically, the undereducated adults that are in the program are likely to have the following characteristics:

1. Lack of self-confidence.
2. Fear of school.
3. Live in conditions of economic poverty.
4. Probably below average in scholastic aptitude.
5. Culturally different.
6. Values, attitudes, and goals different from upper and middle class norms.
7. Weak motivation.
8. Unusually sensitive to non-verbal forms of communication.
9. Feeling of helplessness.
10. Varying levels of intelligence.
11. Live-for-today philosophy.
12. Hostility toward authority.
13. Unacceptable behavior.
14. Reticence.
15. Use of defense mechanisms.
16. Tendency to lose interest.

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[1] From NAPSAE, A Guide for Teacher Trainers in Adult Basic Education. (Washington, D.C.: National Association for Public School Adult Education, 1966), pp. 18-19.

Geneseo Migrant Center
State University College, Geneseo, New York

In-Camp Learning Program

INTEREST/NEED ASSESSMENT FORM

Name_____ Date_____

	Interest	Need
MATH:		
Bookkeeping	☐	☐
Business	☐	☐
Budgeting	☐	☐
Basic Facts	☐	☐
CAREER:		
Film Strips	☐	☐
Role Playing	☐	☐
Job Skills	☐	☐
GAMES:		
Group	☐	☐
Individual	☐	☐
READING:		
Beginning	☐	☐
Advanced	☐	☐
Leisure	☐	☐
WRITING:		
Letters	☐	☐
Stories	☐	☐
Poetry	☐	☐
HOMEMAKING:		
Cooking	☐	☐
Sewing	☐	☐
Mending	☐	☐
Gardening	☐	☐
Family Living	☐	☐
Shopping	☐	☐
Other	☐	☐

	Interest	Need
HEALTH:		
Nutrition	☐	☐
Birth Control	☐	☐
First Aid	☐	☐
Immunizations	☐	☐
Sickle Cell	☐	☐
Hypertension	☐	☐
Diseases:		
V.D.	☐	☐
T.B.	☐	☐
Respiratory	☐	☐
Skin	☐	☐
Other	☐	☐
HIGH SCHOOL EQUIVALENCY:		
English	☐	☐
History	☐	☐
Math	☐	☐
Science	☐	☐
Literature	☐	☐
Social Studies	☐	☐
VOCATIONAL SKILLS:		
Carpentry	☐	☐
Mechanics	☐	☐
Plumbing	☐	☐
Electrical	☐	☐
Secretarial	☐	☐
Teaching	☐	☐
Other	☐	☐
MUSIC:		
Singing	☐	☐
Dancing	☐	☐
Films	☐	☐
Records	☐	☐

	Interest	Need
FIELD TRIPS:		
Athletic Events	☐	☐
Picnics	☐	☐
Museums	☐	☐
Historical Sites	☐	☐
Cultural Events	☐	☐
Other	☐	☐
ARTS & CRAFTS:		
Drawing	☐	☐
Painting	☐	☐
Macrame	☐	☐
Decoupage	☐	☐
Woodworking	☐	☐
Candlemaking	☐	☐
Other	☐	☐

*Adapted from Assessment Form done by Virginia Rodgers and Wes Marsh, In-Camp Teachers, Geneseo Migrant Center, 1975.

mms
9/24/75

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit_____ Date_____

Teacher_____

Needs	Objectives	Subject Matter (Resource Materials)	Learning Experience	Evaluation

APPENDIX F

AUDIO-VISUAL EQUIPMENT FOR IN-CAMP USE

Note: To be requested at least two days in advance from the project director or assistant director.

- Portable Videotape Recorder
- Bell & Howell Auto Viewer (filmstrip projector)
- Kodak Slide Projector
- 8mm Movie Projector
- 16mm Movie Projector
- Instamatic Movie Projector
- Voxcoms
- Wollensak Tape Recorder (reel-to-reel)
- Record Players
- Pacer Machine
- Portable Typewriters
- Cameras:
  - -Instamatics
  - -Landcameras (Polaroid)
  - -Movie (M-24, M-7)
  - -Kodak XL55
  - -Konica
  - -Nizo
  - -Kodak Brownie
- Study Mates (filmstrip projector & cassette player)
- Overhead Projectors
- Movie Screens
- Language Masters
- Cassette Taperecorders

Geneseo Migrant Center
State University College, Geneseo, New York

FILM REVIEW FORM

Name of Film_____ Date_____

Distributor_____

Content: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Grade Level: ☐ High School - Adult ☐ Elementary - Junior High ☐ Primary

Comments:_____

_____

_____

_____

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10/1/75

Geneseo Migrant Center
State University College, Geneseo, New York

FILM REVIEW FORM

Name of Film_____ Date_____

Distributor_____

Content: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Grade Level: ☐ High School - Adult ☐ Elementary - Junior High ☐ Primary

Comments:_____

_____

_____

_____

mms

EDUCATION
MIGRANT CHILDREN

145 EAST 32nd STREET • NEW YORK, N.Y. 10016 • (212) 683-4545

SOCIAL SECURITY AND THE MIGRANT FARM WORKER

Most farm workers are covered by the Social Security Law. The employer of farm workers is responsible for keeping a record of wages paid to the worker and of making required reports on wages paid.

A farm worker's earnings are covered by Social Security if his employer pays him $150 or more in cash wages during the calendar year for agricultural work. His earnings are also covered if he works 20 or more days during the year for cash wages figured on a time basis.

Either the crew leader or the farmer may be the employer depending on the working agreement between the two. In the last analysis the employer is the person who has final control of the workers.

Despite their coverage many farm workers do not know about their rights under the Social Security Act; nor do they know the value of the benefits that may be paid to them and to their families if earnings stop because of disability, death, or retirement. Also there has been reported abuse of the workers by employers who may deduct the tax but fail to report it.

Therefore there is a real need to inform migrant workers of their rights as well as to help them learn how to check on whether reports are being made of their wages and payments are being made in their behalf. Workers and their families who might be eligible for benefits should be referred to the local Social Security office.

Aids for the Classroom Teacher.

The Social Security Administration of the U.S. Department of Health, Education and Welfare has a number of useful materials for the classroom teacher, the counselor or community leader who works with migrant workers and their families. These materials include-

For the teacher:

Free teaching aids--publications, wall charts and movies.

For the worker: (in both Spanish and English)

Joe Wheeler Finds a Job--an adult education reader.

Medicare--How it works.

Social Security Record Book.

Forms worker can use to check his record.

For these materials and further information, contact your local Social Security office. Their representative will be glad to come to your classroom or group meetings to discuss Social Security for farm workers.

Fact Sheet Number 7
Revised 9/71

MINIMUM WAGE SCALE

New York farm employers covered by the Federal Wage-Hour Law must comply with both the federal law and the State Farm Minimum Wage Law. Before the 1974 changes, complying with the state law provided reasonable assurance of compliance with the federal law. This is no longer the case. The employer covered by the Federal Wage-Hour Law should examine his situation to see that he is in compliance - particularly in the areas of piece-rates, allowances, youth rate certificates, handicapped worker certificates and youth farm minimum wage rate.

Following is a scale of minimum wage comparing farm and industrial worker rates from 1974-1978.

Commencing	Farmworkers	Industrial Workers
January 1974	$1.30	$1.60
January 1975	$1.80	$2.10
January 1976	$2.00	$2.30
January 1977	$2.20	$2.30
January 1978	$2.30	

GM/sr

Geneseo Migrant Center
State University College, Geneseo, New York

	Yes	No
On Medicaid?		
If "no", applied for?		

MEDICAL REFERRAL FORM

Name _____ Date of Birth _____

Address _____

Crew Leader _____ Grower _____ (if known)

Complaint _____

_____

Referred by _____ Date _____

Mail this form to Audrey Parmalee - Wyoming County Dept. of Health - Box 190 Thompson Hill, Warsaw, New York 14569

Please return this portion to the Geneseo Migrant Center

	Yes	No
On Medicaid?		
If "no", applied for?		

Office Use Only

Name _____ Date of Birth _____

Address _____

Crew Leader _____ Grower _____ (if known)

Complaint _____

_____

Follow-up _____

_____

Referred by _____ Date _____

Geneseo Migrant Center
State University College, Geneseo, New York

ADULT LEARNER FORM

NAME _____

CAMP _____

SEX _____ AGE _____

HIGHEST SCHOOL GRADE COMPLETED _____

ACHIEVEMENT LEVEL IF DIFFERENT _____

HOME ADDRESS _____

_____

COUNTY _____

DATE OF DEPARTURE FROM NEW YORK STATE _____

GOALS/NEEDS	PROGRESS IN NEW YORK	FOLLOW-UP DESIRED

ADDITIONAL COMMENTS: (Use reverse side if necessary)

DATE _____

TEACHER'S NAME _____

APPENDIX L

MSRTS Terminal Enrollment Form for NEW Students

IMPORTANT: Please check files for blue MSRTS form. If available, add only new enrollment date and send top copy to terminal. This white form to be used for NEW STUDENTS ONLY.

Enrolling School Name State University College, Geneseo I.D. BPVQ

Enrolling Date _____

Last Name _____ Sex _____ (M or F)

First Name _____ Birthdate _____

Middle Initial _____ Verification _____
(B. Cert, Docu, Other, None)

Parents:
Father _____ Age _____

Mother _____ Migrant Status _____ (1 = Interstate
2 = Intrastate
3 = Resettled)

Guardians _____

_____

Birthplace _____
City County State

Home Base _____
City County State

Current Address in N.Y.S. _____

_____

COMPLETE AND SEND TO:

Mrs. Rita Lowe
Terminal Operator
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103

Call Collect: 716-798-4389

96 98

APPENDIX M

DORMANT STATUS 15

EXTRA BIRTHDATES 16 17

SH CURRENT SCHOOL DATA

SB LEGAL PARENT DATA CURRENT

AA			AA		
AB			AB		

SM SCHOOL HEALTH DATA

		01	02	03	04	05	06	07	08	09	10	11	12
AA	INITIAL HISTORY												
AB	PHYSICAL EXAM												
AC	HT. & WT. (ANNUALLY) H.C. (BIRTH ONLY)												
AD	BLOOD PRESS.												
AE	HB/HCT												
AF	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
AG	TBC												(ANNUALLY IF NEGATIVE)
AH	IMMUNIZATION DPT (DT AFTER 5)												
AI	TRIV. POLIO (ORAL)												
AJ	MEASLES												
AK	RUBELLA												
AL	MUMPS												
AM	DENTAL												
AN	VISION												
AO	AUDIOMETRIC SCREENING												
AP	SPEECH												
AQ	COLOR BLINDNESS												
AR	BLOOD LEAD												
AS	PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS.

AT	FLORIDE SCREENING												
AU	TYPHOID PARATYPHOID												
AV	SMALLPOX												
AW	POLIO (INOCULATION)												
AX	INFLUENZA												
AY	SCA (0401)												

HP HEALTH PROBLEM LIST

PROBLEM DATA

01 PROBLEM NUMBER	02 DATE OF ENCOUNTER MO. DAY YR.	NAME	03 CODE	04 STATUS ACTIVE / DORMANT / RESOLVED	05 TYPE CHRONIC / ACUTE	06 Y = URGENT N = CONDITION	06 SEV. CLASS 000 SEV.	07 TYPE ADMIN. CUMULATIVE / MAINT. / DO NOT REPEAT	08 RECOMMENDATIONS F/U INIT.	08 RECOMMENDATIONS F/U DATE MO. DAY YR.	09 CORRECT DATA Y / N

UNIFORM MIGRANT ADULT TRANSFER FORM

NEW YORK STATE MIGRANT CENTER

PART I APPLICANT INFORMATION

1 CONTRACT ID a STATE OF TRAINING
b. STATE CODE | c FISCAL YEAR APP.
d PREFIX PRIME SUB CONTRACT NO

2. FUNDING CODE

3. PROGRAM IDENTIFICATION

4a NAME OF CONTRACTOR

4b. ADDRESS - (NO., STREET, CITY, STATE & ZIP CODE)

5a OCCUPATIONAL GOAL (NAME)

5b DOT (9 DIGIT)

6a. TARGET AREA (NAME)

6b. CODE

7 START DATE (MO., DAY, YR.)

8a NAME OF APPLICANT (LAST, FIRST, MIDDLE IN.)

8b. PHONE NO.

8c S S NUMBER

9 ADDRESS (NO. STREET, CITY, STATE & ZIP CODE)

10. COUNTY OF RESIDENCE a. NAME | b. CODE

11. CONGRESSIONAL DIST. a STATE CODE | b. DISTRICT NO.

12 DATE OF BIRTH (MO & YR)

13. SEX
1. ___ MALE
2. ___ FEMALE

14 HANDICAPPED
1. ___ YES
2. ___ NO

15 MILITARY SERVICE RECORD
1 ___ VETERAN
2. ___ REJECTED
3. ___ OTHER NON-VET
DISCHARGED DATE (MO., DAY, YR.) _____

16. MARITAL STATUS
1. ___ NEVER MARRIED
2. ___ MARRIED
3. ___ WIDOW / WIDOWER
4. ___ DIVORCED/ LEGALLY SEPARATED

17 PRIMARY WAGE EARNER
1. ___ YES
2 ___ NO

18 HEAD OF FAMILY OR HEAD OF HOUSEHOLD
1 ___ YES
2 ___ NO

19. NO. OF DEPENDENTS
0. ___ 5. ___
1. ___ 6. AND ___ OVER
2. ___
3 ___
4 ___

20. CHECK ONE
1. ___ WHITE
2. ___ NEGRO
3. ___ AMER. INDIAN
4 ___ ORIENTAL
5. ___ OTHER

21. IF SPANISH SURNAME, CHECK ONE
1. ___ MEXICAN AM.
2. ___ PUERTO RICAN
3. ___ OTHER

22. U.I. CLAIMANT
1. ___ YES
2 ___ NO
3 ___ EXHAUSTEE

23. PUBLIC ASSIT. RECIPIENT
1. ___ YES
2. ___ NO

24 HIGHEST SCHOOL GRADE COMPLETED

25. PREVIOUS JOB TRAINING
1. ___ YES (IF YES, COMPLETE THE
2 ___ NO INFORMATION BELOW)
a. JOB TITLE
b. DOT (6 DIGIT) | c. DATE COMPLETED (MO., YR.)

26. PARTICIPATION IN OTHER FEDERAL PROGRAMS
9 ___ NONE PARTICIPATED IN (CHECK ALL RELEVANT ITEMS)
a1 ___ MDTA
2 ___ NYC
4 ___ PROJECT TRANSITION
B1 ___ OPERATION MAINSTREAM
2 ___ SPECIAL IMPACT
4 ___ WORK INCENTIVE
c1 ___ JOB CORPS I
2 ___ JOB CORPS II
4 ___ JOB CORPS III
d1 ___ NEW CAREERS
2 ___ OTHER

27a. PRIMARY OCCUPATION TITLE | 27b. DOT (9 DIGIT)

28a OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB | 28b DOT (6 DIGIT)

29. YEARS OF GAINFULL EMPLOYMENT
1 ___ UNDER 1 YR. 3 ___ 3-9 YR.
2 ___ 1-2 YR. 4 ___ 10 YR. AND OVER

30. ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN
$ _____

31. INCOME
a. APPLICANT'S ESTIMATED EARNINGS LAST 12 MO. $ _____
b. ESTIMATED FAMILY INCOME LAST 12 MO. $ _____
c. NUMBER IN FAMILY _____
d. FAMILY BELOW POVERTY LEVEL 1. ___ YES 2. ___ NO

Uniform Migrant Adult Transfer Form
Part 1 (cont'd)

32. LABOR FORCE STATUS AT TIME INTERVIEWED (CHECK ONLY ONE)
- 11 ___ EMPLOYED (NOT UNDEREMPLOYED)
- 12 ___ UNDEREMPLOYED
- 13 ___ UNEMPLOYED
- 14 ___ FAMILY FARM WORKER
- 21 ___ NOT IN LABOR FORCE IN SCHOOL
- 22 ___ NOT IN LABOR FORCE - OTHER

33. WEEKS UNEMPLOYED
- ___ LAST 12 MOS. (ALL APPLICANTS)
- ___ CURRENT SPELL (UNEMPLOYED ONLY)

34. REFERRED BY
- 01 ___ ES OUTREACH
- 02 ___ NYC
- 03 ___ JOB CORPS
- 04 ___ UNION
- 05 ___ EMPLOYER
- 06 ___ SELF
- 07 ___ WELFARE
- 08 ___ OTHER COMMUNITY GROUP
- 11 ___ COOP SCHOOL GRADUATE
- 12 ___ COOP SCHOOL DROPOUT
- 21 ___ SEL. SERVICE REHAB. (RECRUITING ST.)
- 22 ___ SEL. SERVICE REHAB. (AFEES)
- 23 ___ SEL. SERVICE REHAB. (LOCAL BOARD)
- 31 ___ OTHER

35. DISADVANTAGED
- 1 ___ YES
- 2 ___ NO

36. REFERRAL TO TRAINING OR EMPLOYMENT

a. ACCEPTED REFERRAL TO TRAINING OR JOB	b. ENROLLED IN TRAINING	c. PLACED IN JOB
1 ___ YES	1 ___ YES	1 ___ YES
2 ___ NO	2 ___ NO	2 ___ NO

37. ELIGIBILITY FOR TRAINING ALLOWANCE
- 9 ___ NOT ELIGIBLE

ELIGIBLE FOR:
- 1 ___ REGULAR
- 2 ___ AUGMENTED
- 3 ___ YOUTH
- 4 ___ SPECIAL NYC
- 5 ___ INCENTIVE
- 6 ___ PART TIME

38. CHECK APPROPRIATE ITEM (S) IF ELIGIBLE FOR OTHER ALLOW.
- 1 ___ SUBSISTENCE
- 2 ___ TRANSPORTATION
- 3 ___ OTHER

39. BARRIERS TO EMPLOYMENT
- 9 ___ NONE
- 01 ___ AGE TOO YOUNG
- 2 ___ AGE TOO OLD
- 4 ___ LACKS EDUCATION, TRAINING SKILL, EXPERIENCE, OR HAS OBSOLETE SKILL
- 01 ___ HEALTH PROBLEM
- 2 ___ PERSONAL PROBLEM
- 4 ___ TRANSPORTATION PROBLEM
- 01 ___ CHILD CARE PROBLEM
- 2 ___ CARE OF OTHER FAMILY MEMBER
- 4 ___ CONVICTION RECORD
- 01 ___ GARNISHMENT
- 2 ___ OTHER

40. DATE OF INTERVIEW (MO., DAY, YR.)

FAMILY PROFILE

POVERTY STATUS CIRCLE ONE				41. HOUSING NEEDS	CONDITION			CONSTRUCT		INDOOR PLUMB		NO. OF ROOMS	OWNERSHIP CIRCLE ONE			
ABOVE	1-499	500-1499	1500+		GOOD	POOR	CRIT.	BLOCK	FRAME	YES	NO		CAMP	PRIV.	OWN	TEN

42 GENERAL FAMILY NEEDS	HOUSING	EMPL.	MED.	NUTR.	CHILD CARE	FIN.	SOCIAL	OTHER

INDICATE SEVERITY
- 0 - NO NEED
- 1 - MODERATE
- 2 - SERIOUS
- 3 - CRITICAL

43. CHRONIC CONDITION
- C101 ALLERGY
- C102 EPILEPSY
- C103 DIABETES
- C104 RHEUMATIC HEART
- C105 OTHER HEART
- C106 LUNG (NOT T.B.)
- C107 ASTHMA
- C108 HEMOPHILIA
- C109 ANEMIA
- C110 NERVOUS STOMACH
- C111 DRUG SENSITIVITY

44. MOST RECENT EXAM

TYPE	DATE MO./YR
PHYSICAL	/
VISUAL	/
AUDIO	/
DENTAL	/
T. B.	/
C112 OTHER	

45. TESTING INFORMATION

02 TEST BASIC CODE	03 FORM	04 TEST LEVEL CODE	05 DATE MONTH	YR.	06 SCORE	07 SCORE TYPE R/S	%	G/E	S	O

Appendix N

PART 2 JOB MATCHING INFORMATION

46a APPLICANT NON-OCCUPATIONAL INFORMATION

51-57 SALARY DESIRED

DOLLARS						CENTS	

58 PAY UNIT

1 HOUR	2 DAY	3 WEEK	4 BI-WK	5 MO.	6 YEAR

59 APP PREFERENCE FACTOR

1 MUST	2 VERY IMP.

60

3 UPPER LIMIT

LOCATION

62-63

J.B.I.D.	GRID

64

RANGE

1 MUST	2 VERY IMP.	3 NOT

ACCEPT JOB OUTSIDE AREA

66

67-68

J.B.I.D.	GRID

69

RANGE

70

1 MUST	2 VERY IMP.	3 NOT

1-18

71

72

73-74

J.B.I.D.	GRID

75

RANGE

76

1 MUST	2 VERY IMP.	3 NOT

77

1

WORK WEEK

19

1 PART TIME	2 FULL TIME

20

1 MUST	2 VERY IMP.

SHIFT
(CHECK UP TO 4)

21-24

1	2	3	R	S

23

1 MUST	2 VERY IMP.

1-19

DURATION
(CHECK UP TO 2)

25-27

1 PERMANENT	2 1-3 DAYS	3 TEMP / SEAS

28

1 MUST	2 VERY IMP.

UNION

29

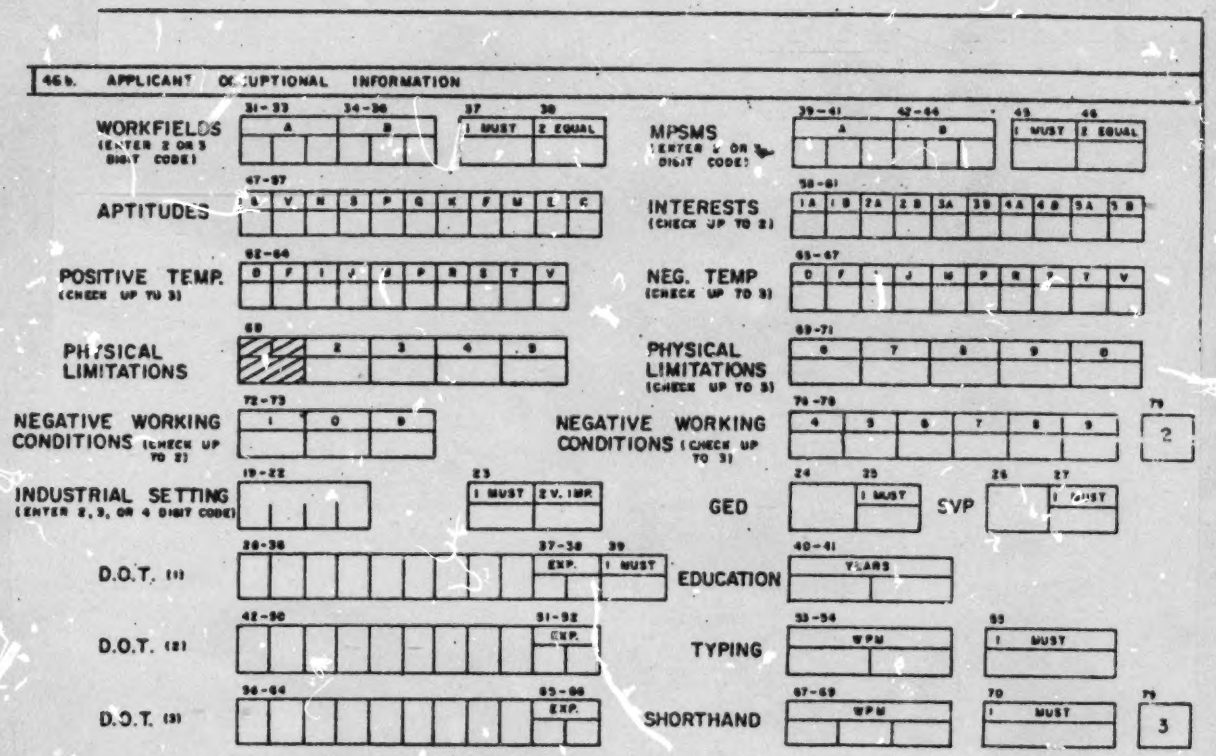
1 YES	2 NO

30

1 MUST	2 VERY IMP.

Uniform Migrant Adult Transfer Form
Part 2 (cont'd)

46b. APPLICANT OCCUPTIONAL INFORMATION



PROGRAM SERVICES & TRAINING INFORMATION

PART 3

47. EMPLOYABILITY PLAN INVOLVES (CHECK ONE OR MORE KINDS OF ASSISTANCE NEEDED)

___ a. COUNSELING
___ b. ORIENTATION
___ c. TRAINING
___ d. RELOCATION

SUPPORTIVE SERVICE
___ e. HEALTH
___ f. REHABILITATION
___ g. WELFARE
___ h. OTHER

48. FAMILY INCOME GROUP
___ a FARM ___ b NON-FARM

49. PARTICIPANT OF PROJECT 100,000
___ a. YES ___ b. NO

50. SERVICES PROVIDED

TYPE OF SERVICE			DATE
a. COUNSELING INTERVIEWS			
b. COUNSELING SESSIONS			
c. GUIDANCE SESSIONS			
d. JOB DEVELOPMENT CONTACT			
e. PLACEMENT IN JOB 3 DAYS OR LESS			
f. PLACEMENT IN REGULAR JOB	DOT CODE (6 DIGIT)	SIC (2 DIGIT)	
g. APPLICANT - EMPLOYER INTERVIEW			

h. SPECIAL PLACEMENT		
i. REFERRED TO SUPPORTIVE SERVICE	1. HEALTH	
	2. REHABILITATION	
	3. WELFARE	
	4. OTHER	
j. FOLLOW-UP CONTACT		
k. OTHER (SPECIFY)		

51. TRAINING REFERRALS & ENROLLMENTS

TYPE OF TRAINING	DATE REFERRED	DATE ENROLLED
a. MDTA - INSTITUTIONAL		
b. NYC		
c. NYC - MDTA CONCURRENT		
d. JOB CORPS		
e. OPERATION MAINSTREAM		
f. NEW CAREERS		
g. SPECIAL IMPACT		
h. RETURN TO SCHOOL		
i. OTHER		

Uniform Migrant Adult Transfer Form
Part 3 (cont'd)

52 a. OCCUPATIONAL PROGRAM	52 b DOT CODE	52 c. PERFORMANCE ID. NO.	52 d. DATE COMPLETED	12 c. FLAG

APPENDIX O

IN-CAMP LEARNING PROGRAM

Staff Name_____ Week of_____

MIGRANT PROFILE

NAME AND CAMP	STRENGTHS / INTERESTS	NEEDS	FOLLOW-UP

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

IN-CAMP LEARNING PROGRAM

1975

Weekly Attendance Form

Staff Member_____ Week of_____

	ACTIVITIES	# OF PARTICIPANTS 14 and under	over 14	TOTAL
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

sr

APPENDIX Q

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

IN-CAMP LEARNING PROGRAM - 1975

Evaluation

STAFF RESPONSIBILITIES	Keep	Modify	Eliminate	COMMENTS
Lesson Plans				
Migrant Profile Sheets				
Weekly Attendance Report				
Interest/Needs Assessment Form				
Assignment of Students				
Other				
STAFF DEVELOPMENT	Keep	Modify	Eliminate	COMMENTS
Orientation Folders				
LVA Workshop				
Inservice Meetings				
Notebooks				
Other				
MATERIALS & EQUIPMENT				COMMENTS
LVA				
Curriculum Library				

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

IN-CAMP LEARNING PROGRAM - 1975
Evaluation

MATERIALS & EQUIPMENT (contd.)	COMMENTS
Continuing Ed - Flip Charts	
Reading is Fundamental Books	
Texthooks	
High School Equivalency	
A-V Equipment	
Sewing Machines	
Typewriters	
Magazines & Newspapers	
Other	
TEACHING ENVIRONMENT	COMMENTS
- Commissaries	
- Individual Rooms	
- Mobile Unit	
- Migrant Center Bus	
- Other	

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

IN-CAMP LEARNING PROGRAM - 1975
Evaluation

USE OF MIGRANT AIDES	COMMENTS
Identification	
Responsibilities	

HEALTH REFERRAL SYSTEM	Keep	Modify	Eliminate	COMMENTS
Medical Health Forms				
Transportation				
Medical Followup				
Other				

DIRECTOR/ASSISTANT DIRTR'S. RESPONSTS.	COMMENTS
Recruitment, Camps	
Supervision	
Assistance	
Other	

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

IN-CAMP LEARNING PROGRAM - 1975
Evaluation

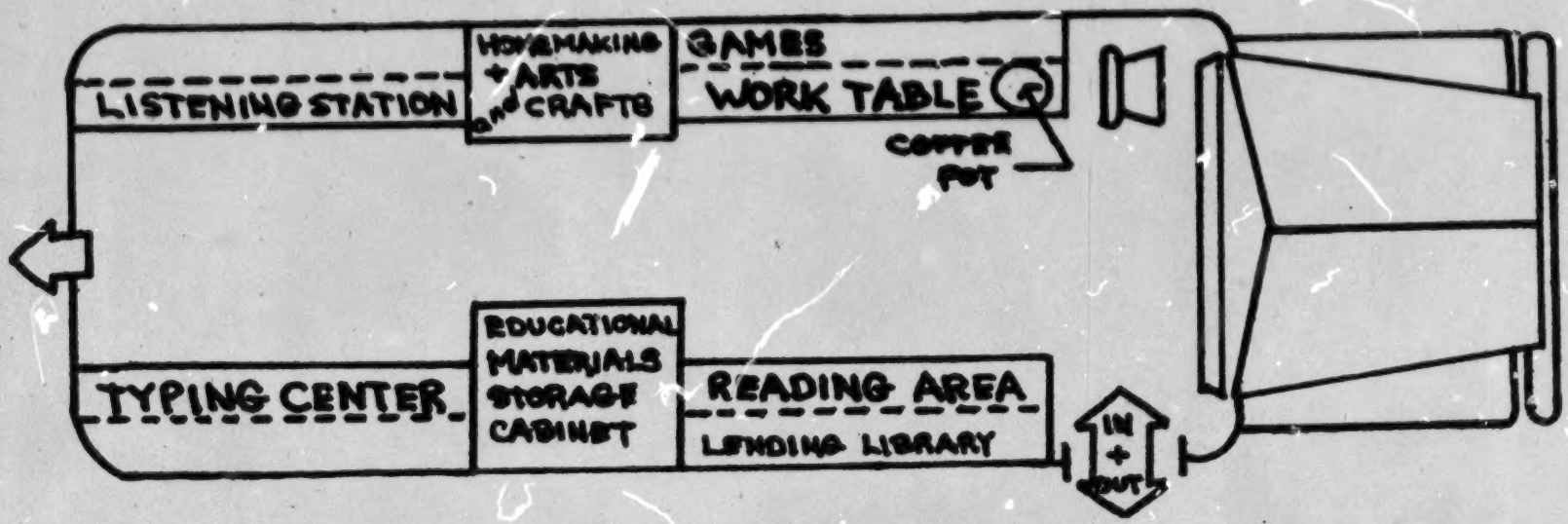
ADDITIONAL COMMENTS OR SUGGESTIONS:

Your completion of this evaluation will greatly benefit us in effectively evaluating the program and planning for next year. Thank you!

sr

INTRODUCING THE: GENESEO MOBILE MIGRANT LEARNING CENTER

COME ABOARD AND TAKE AN EDUCATIONAL TRIP WITH THE GENESEO MIGRANT CENTER. WE WON'T BURN FUEL OR POLLUTE THE AIR OR EVEN LEAVE THE YARD BUT WE CAN TAKE YOU TO A NEW PLACE, SUNNY WITH THE LIGHT OF LEARNING.



DUE TO THE SMALL AVAILABLE SPACE ON THE LEARNING CENTER WE ASK THAT EVERYONE BE NEAT, CLEAN AFTER THEMSELVES, REPLACE MATERIALS AND ABSTAIN FROM SMOKING WHILE ON BOARD.

THANK YOU!

APPENDIX R

Photo by Michael Greenlar